



JOHN V. ROACH
HONORS COLLEGE



Policy on Tenure and Promotion of Tenure-Track and Tenured Faculty

The John V. Roach Honors College (hereafter JVRHC) is committed to ensuring a fair and open review process for all colleagues seeking tenure and promotion. To this end, the JVRHC bears the responsibility for acquiring external reviews of each candidate's work and for producing thorough assessments of the candidate's portfolio based on the evaluative categories and criteria articulated below. The JVRHC further affirms that the tenure and promotion review process should be as transparent as possible and should take into account the changing cultures of scholarship and pedagogy, including interdisciplinary and collaborative work and the use of technology in research production and course development. It also recognizes that there is no single institutional or professional profile to which all candidates must adhere and that each candidate should have the opportunity to demonstrate his or her individual strengths and accomplishments.

Faculty members with tenure-track or tenured appointments in the JVRHC must obtain the approved JVRHC "Policy on Tenure and Promotion of Tenure-Track and Tenured Faculty" and seek any desired clarifications or recommendations regarding the College's tenure/promotion process or criteria from the JVRHC Dean or Associate Dean.

Faculty members with joint appointments are subject to the tenure and promotion documents of both units and must follow guidelines prepared collaboratively by the Deans of the two units. An individualized plan for each jointly appointed faculty member's teaching, scholarly/creative activity, service, student engagement, and professional development should be prepared through joint consultation across units and provided to the faculty member in writing. Faculty members with joint appointments must obtain the approved JVRHC "Policy on Tenure and Promotion of Tenure-Track and Tenured Faculty" and the approved tenure and promotion document of their second unit. Moreover, they must seek any desired clarifications or recommendations regarding the tenure/promotion process or criteria from the Deans or Chairs of their respective units.

JVRHC policies regarding tenure and promotion follow the guidelines set forth in the *TCU Handbook for Faculty and Staff*.

I. Individual Review Committees

Because permanent members of the JVRHC faculty have no "home departments," the JVRHC Dean (in consultation with the Associate Dean and the Honors College Advisory Committee)

appoints an Individual Review Committee (IRC) for each permanent faculty member. The IRC serves as the “departmental faculty” for each JVRHC faculty member, in three respects:

- the IRC provides peer review and guidance on the faculty member’s professional development and progress toward tenure and/or promotion;
- the IRC acts as the nominating body for tenure, a role analogous to the departmental tenured faculty; and
- the IRC advises the Associate Dean on recommendations for tenure and promotion, a role analogous to a departmental advisory committee.

The IRC for each tenure-track/tenured faculty member consists of five members: the JVRHC Associate Dean and four tenured TCU faculty members whose areas of expertise or experience recommend them as peers and mentors to the faculty member.

II. Advisory Structure for Tenure and Promotion

The JVRHC adheres to the standard two-tier tenure and promotion review process, wherein:

- department-level review is provided by the JVRHC Associate Dean and the faculty member’s Individual Review Committee; and
- College-level review is provided by the JVRHC Dean and an ad hoc JVRHC Tenure and Promotion Committee consisting of all eligible tenured members of the JVRHC faculty and all eligible tenured members of the Honors College Advisory Committee.

In carrying out their respective roles in the tenure/promotion process, the IRC and Honors College Tenure and Promotion Committee will follow the “Functions and Procedures” of faculty advisory committees set forth in the *TCU Handbook for Faculty and Staff*. With regard to faculty eligibility to serve on advisory committees, no faculty member may serve concurrently on more than one advisory committee.

III. Criteria for Evaluating Faculty Performance

All tenure-track and tenured faculty members in the JVRHC are evaluated in the following areas of professional activity:

- Teaching
- Scholarship and Creative Activity
- Service to the University, Profession, and Community
- Student Interaction
- Professional Development
- Professional Ethics

Teaching

The *TCU Handbook for Faculty and Staff* states: “(t)he instruction of students is the first purpose of the University and the prime responsibility of every faculty member.” In the JVRHC,

all faculty members will be knowledgeable in their fields, demonstrate effective pedagogy, maintain an awareness of disciplinary developments, and communicate effectively with their students. They will at all times be conscientious, helpful, and responsible teachers who are committed to TCU's core academic mission and values.

The JVRHC affirms that teaching effectiveness can be assessed using a variety of tools and indicators including student evaluations, self- and peer assessments, classroom observations, evidence of teaching innovation, development of service learning and/or community engagement components, teaching awards or other recognitions, and course-related documents including syllabi, assignments, exams, statements of student outcomes, samples of student work, and a statement of the candidate's teaching philosophy. When preparing their dossiers for tenure and/or promotion, candidates are strongly encouraged to include a teaching dossier that includes course-related documents and two or more of the above tools. As teaching is an act of academic leadership, all JVRHC faculty members are expected to demonstrate an unswerving commitment to excellence and achievement in their pedagogy.

Research and Creative Activity

JVRHC faculty members are expected to demonstrate that they are committed to excellence in all areas of their work. In scholarly and/or creative work, they are expected to demonstrate sustained and active involvement in activities appropriate to their disciplines, assignments, and interests.

While there is no single formula for scholarly productivity and engagement, greater emphasis is given to peer-reviewed work. The merit of their scholarly and/or creative work will be assessed according to available reports and commentary, such as professional peer reviews by editors, scholars and colleagues in discipline-specific fields, and external referees. Reader reports for articles and monographs and post-publication reviews are especially helpful for scholarly and creative work. The JVRHC recognizes that the landscape of scholarly communication is changing, that it must balance the need for precedent and consistency with openness to new approaches and technological innovation, and that the form or mode of scholarship and creative work is secondary to its quality.

Please note that the following list is merely a guide to possible forms and forums for scholarly and creative work, not a prioritized or comprehensive catalogue.

Dissemination and Presentation of Scholarly and Creative Work

Scholarly and creative writing is primarily disseminated through peer-reviewed publication, while creative work in the fine arts is primarily presented in exhibits and performances. Whether published in either print or digital forms, or singly or collaboratively authored, scholarly work must appear as professional monographs, as articles in recognized, refereed journals, as contributions to other professionally directed publications, as scholarly editions, and as chapters in books published by recognized professional outlets. Similarly, creative works should be evaluated consistent with policies and practices appropriate to the applicable discipline. To be

considered as a strong measure of achievement, online publications must be peer-reviewed. Additional outlets for scholarly and creative work may be considered, but all JVRHC faculty members are cautioned to check with their Dean(s), Associate Dean(s), Chair (if applicable), and IRC members, especially when considering new online open access or open-ended publication sites.

Editorial Work

Editorial work is a significant form of scholarly and creative activity. Serving as an editor of a scholarly or creative collection, as an editor of a scholarly or critical edition, as an editor of a peer-reviewed textbook, or as an editor of a journal are beneficial contributions and gain valuable recognition both for the candidate and his or her program, college, and institution.

Scholarship of Teaching

Research on teaching, including the preparation of textbooks and other pedagogical materials, is a recognized form of scholarly productivity. However, faculty members should be aware that different departments and colleges have differing methods for evaluating the scholarship of teaching. Faculty members with full-time or joint appointments to the JVRHC should consult with their Chair (if applicable), Dean(s), Associate Dean(s), and IRC members before committing to the preparation of textbooks or other pedagogical materials.

Presentation of Papers

Faculty are encouraged to present papers at meetings of international, national, or regional professional associations, as such presentations help to demonstrate and enhance a candidate's professional productivity. Yet presenting papers at conferences or giving public readings of creative work will not be considered the equivalent of refereed publication and will not suffice as the sole expression of scholarly activity. Similarly, giving talks in public forums and community venues is encouraged but will not be considered as equivalent to refereed publication.

Book Reviews

Essay reviews can make substantive contributions to academic fields. Shorter book reviews are a useful professional service. These activities may indicate that the faculty member has achieved local, regional, or national standing in his or her discipline.

External Grants and Contracts

Seeking external grants and contracts provides evidence of scholarship and creative work. Securing a grant or contract is considered a strong measure of achievement and productivity. Contract and grant support can pertain to teaching innovations and training grants, as well as scholarship and creative work, but must be evaluated in the context of professional peer review.

Online and New Media Communication

Given the changes taking place in the production and dissemination of scholarly and creative work, online and new media communication are viable forms of scholarly and creative dissemination, but candidates are cautioned to check with their Chair (if applicable), Dean(s), Associate Dean(s), and IRC members before deciding to publish, contribute, or collaborate online. Such communication may include maintaining a blog or website, producing videos and related multimedia formats, collaborating in open-ended scholarly and creative dialogues, or participating in open online forums. Other forms may also be considered.

Service

Service is a form of academic leadership, and service to one's profession, institution, and community is an essential part of a faculty member's professional responsibility. In the context of the campus community, service is a vital part of each faculty member's university citizenship. Service in professional areas, such as in regional and national organizations, is a useful indicator of a faculty member's reputation. New JVRHC faculty members are expected to talk with their Chair (if applicable), Dean(s), Associate Dean(s), and IRC members about appropriate service assignments. In the case of joint appointments, the faculty member's home department and/or college, in consultation with the department and/or college sharing the appointment, will recommend specific service assignments. The absence of appropriate service or active university citizenship will adversely affect personnel decisions.

Student Interaction

Academic advising, participation in co-curricular activities, and mentoring are important activities and should be acknowledged and rewarded appropriately. All faculty members in the JVRHC are encouraged to develop areas of student interaction that combine curricular and co-curricular activities. The absence of engaged student interaction will adversely affect personnel decisions.

Professional Development

Faculty members are expected to remain cognizant of new, relevant professional knowledge, skills, and developments within their disciplines and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction and professional interests and competencies. The absence of explicit steps taken in professional development will adversely affect personnel decisions.

Professional Ethics

All TCU faculty members are expected to conduct themselves in accord with the Statement on Professional Ethics included in the *Handbook for Faculty & Staff*.

IV. Guidelines for Application

Absolute quantitative weightings for the various categories of faculty activity are not possible. Every candidate's tenure and promotion dossier should be assessed on its own merits, not by rigid formulas and standards. While teaching, research, and creative activity will be given greater emphasis than service and other activities, candidates are urged to highlight their individual activities in all areas of professional activity.

External review letters are a vital component in the evaluation of scholarly and/or creative work. For tenure and promotion to associate professor, the JVRHC Associate Dean, in consultation with the Dean, will secure a minimum of three external review letters from specialists in the candidate's areas of scholarly activity (including at least one letter from a person recommended by the faculty member). For promotion to full professor, a minimum of five letters is required (including at least two letters from persons recommended by the faculty member). These letters should focus on the quality and significance of the candidate's contributions. (See "Honors College Guidelines for External Evaluation Letters" for details.)

Tenure and Promotion to Associate Professor

Tenure constitutes a potentially life-long commitment by the University. The decision to grant tenure is based on the best predictions that a person will continue to actively contribute to the intellectual and creative life of the University. Evidence of effective teaching and the production of scholarship or creative work that is sufficient in quantity, quality, and consistency remain the primary criterion for decisions to grant or withhold tenure and promotion to associate professor. The record of scholarship and/or creative work that meets acceptable standards in terms of form, quality, and quantity may vary by discipline and sub-discipline. Yet there must be clear evidence that one has been—and credible indications that one will continue to be—an effective and engaged teacher and scholar and a colleague who will continue to contribute to the university community through appropriate service and citizenship activities. In each of the three crucial areas of teaching, scholarly and/or creative productivity, and service there should be a sustained record of activity, engagement, and contribution.

Promotion to Professor

A continual record of engaged scholarship and/or creative work is the major factor influencing decisions on promotion to Professor, but it must also be accompanied by evidence of teaching excellence, academic leadership, and service leadership. The overall record in these areas is important, but particular attention is paid to achievements since promotion to Associate Professor. Evidence of ongoing success in scholarship and/or creative work, recognized at the national or international level, is essential. This can be demonstrated through the venues in which the work is published or recognized and through external letters. Candidates must demonstrate a sustained record of activity and productivity that constitute genuine contributions to their fields and disciplines, to the JVRHC, and to TCU. In scholarly and/or creative work, such sustained activity is most often demonstrated by a post-tenure book or its equivalent. Excellence in teaching, institutional citizenship, and academic leadership are also essential areas of activity and must be clearly evidenced in promotion dossiers.

Special Situations

In the case of an extraordinary experience or event beyond a person's control that affects a tenure-track faculty member's professional performance, the faculty member may request an extension of the probationary period. Such a request should be timely but no later than one year after the event. In requesting an extension of the probationary period, the faculty member relinquishes any claim to *de facto* tenure. A faculty member should address the request directly to the JVRHC Dean, who will consult with the Associate Dean and members of the JVRHC Tenure and Promotion Committee before making a recommendation to the Vice-Chancellor for Academic Affairs.

Joint Appointments

In the case of joint appointments, the faculty member's primary home department and/or college will be responsible for initiating merit, tenure, and promotion reviews, but all review committees will necessarily be interdisciplinary and/or multidisciplinary involving faculty from the JVRHC and the individual's second department and/or college. All reviews and evaluations will be written collaboratively between the JVRHC and the second department and/or college. "Home department and/or college" will be defined as the academic unit where the majority of the individual's faculty line is located (e.g., 51% of the faculty line in Honors and 49% in Neeley). Since recommendations for tenure and promotion must come from the tenured faculty, committees reviewing tenure and promotion candidacies will be appointed jointly by the JVRHC Dean and the Chair (or Dean in the College of Education) of the faculty member's disciplinary department and/or College and will be comprised of tenured faculty members whose areas of productivity and interest match or are contiguous with those of the candidate.

V. Tenure and Promotion Process

In all tenure and promotion matters, the JVRHC follows the procedures outlined on the Provost's tenure and promotion calendar and in the *Handbook for TCU Faculty and Staff*. The tenure and promotion application and review process in the JVRHC will proceed as follows:

End of spring semester (May)

- By May 1, the faculty member submits to the JVRHC Associate Dean a written notification of his/her desire to be considered for tenure and/or promotion.
- By May 15, the faculty member submits to the JVRHC Associate Dean the names of individuals who might serve as external reviewers along with a set of materials for external review (see "Honors College Guidelines for External Evaluation Letters").
- By June 1, in consultation with the JVRHC Dean and the faculty member's Individual Review Committee, the Associate Dean solicits evaluative letters from scholars outside of TCU. For tenure and promotion to associate professor, at least three external letters will be secured (including at least one letter from a scholar on the faculty member's list). For promotion to full professor, at least five external letters will be secured (including at least two letters from scholars on the faculty member's list).

Early September

- The faculty member submits an updated and complete dossier to the Associate Dean (see “Honors College Tenure and Promotion File Format”).

Late September/early October

- The IRC (in its role as “departmental tenured faculty” and without the Associate Dean present) reviews the faculty member’s dossier and sends the Associate Dean a written recommendation to grant or withhold tenure.
- The Associate Dean reviews the faculty member’s dossier, sends the IRC (in its role as “departmental advisory committee”) a written recommendation to grant or withhold tenure, then meets with the IRC to discuss the recommendation.
- The IRC (again in its “departmental advisory committee” role) issues in writing its judgment of the Associate Dean’s recommendation.
- The Associate Dean writes a final recommendation to the Dean, including the judgment of the IRC, and shares this document with the IRC.
- If a majority of the IRC disagrees with the Associate Dean’s recommendation, the Committee may write a separate letter to the Dean stating its reasons for dissent.

November/December/January

- The Dean reviews the faculty member’s dossier and issues a preliminary written recommendation to the College Tenure/Promotion Committee.
- The College Tenure/Promotion Committee reviews the faculty member’s dossier and meets with the Dean to discuss the Dean’s recommendation.
- The College Tenure/Promotion Committee issues in writing its judgment of the Dean’s recommendation.
- The Dean writes a final recommendation to the Provost, including the judgment of the College Tenure/Promotion Committee, and shares this document with the IRC.
- If a majority of the College Tenure/Promotion Committee disagrees with the Dean’s final recommendation, the Committee may write a separate letter to the Provost stating its reasons for dissent.

VI. Emendation Policy

To ensure that the JVRHC tenure and promotion review process remains fair and robust, this document (and other Honors College documents pertaining to tenure or promotion) will be subject to periodic review and emendation. All emendations will require a majority vote of the Honors College Tenure and Promotion Committee (defined above). Approved emendations will take effect on May 1 of the academic year in which they are approved.

Approved by the Honors College Council and Provost Nowell Donovan (January 2015)

Revised by the Honors College faculty and Honors College Council (January 2019)

Approved by Provost Nowell Donovan (February 2019)