



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 a multidisciplinary learning community that promotes intellectual inquiry and inclusive excellence as a way of life. The JVRHC is committed to ensuring a fair and thorough review process for all colleagues seeking tenure and promotion. JVRHC faculty members are expected to demonstrate significant, ongoing accomplishment in all areas of their work, in keeping with the policies and guidelines articulated in the *TCU Handbook for Faculty and Staff*. At the same time, the JVRHC recognizes that there is no single profile of accomplishment to which all candidates must adhere and is therefore committed to affording each candidate the opportunity to demonstrate their individual strengths and accomplishments.

Faculty members with tenure-track or tenured appointments in the JVRHC should familiarize themselves with the contents of this document and address any questions regarding the College's tenure/promotion process or criteria to the JVRHC Dean or Associate Dean.

Faculty members with joint appointments are subject to the tenure and promotion policies 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 during the first year of the faculty member's joint appointment. Faculty members with joint appointments should familiarize themselves with the tenure and promotion documents of both units and address any questions regarding the tenure/promotion process or criteria to the Dean, Associate Dean, or Chair of the respective units.

### **I. Individual Advisory Committees**

Because permanent members of the JVRHC faculty have no "home departments," the JVRHC Dean appoints an Individual Advisory Committee (IAC) for each permanent faculty member, in consultation with the JVRHC Associate Dean. The IAC serves as the "departmental tenured faculty" for each JVRHC faculty member, in three respects:

- the IAC provides peer review and guidance on the faculty member's professional development and progress toward tenure and/or promotion;
- the IAC acts as the nominating body for tenure, a role analogous to the departmental tenured faculty; and

- the IAC advises the Associate Dean on recommendations for tenure and promotion, a role analogous to a departmental advisory committee.

The IAC 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. In consultation with the JVRHC Associate Dean, the Dean may add or remove members from a faculty member's IAC as circumstances require (for example, if an IAC member is no longer able or willing to serve).

## **II. Advisory Structure for Tenure and Promotion**

The JVRHC adheres to the standard two-tier (department/college) tenure and promotion review process, wherein:

- department-level review is provided by the JVRHC Associate Dean and the faculty member's Individual Advisory 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 IAC 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**

In accordance with the guidelines articulated in the *TCU Handbook for Faculty and Staff*, tenure-track and tenured faculty members in the JVRHC are evaluated in six 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." JVRHC Core Faculty members will be knowledgeable in their fields, demonstrate effective pedagogy, and maintain an awareness of disciplinary developments and emerging educational technologies.

They will at all times be conscientious, helpful, 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, assessments of student learning 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 Core Faculty members are expected to demonstrate an unswerving commitment to excellence and achievement in their pedagogy.

#### Research and Creative Activity

Tenured and tenure-track members of the JVRHC Core Faculty are expected to demonstrate sustained and active involvement in research and/or creative activities appropriate to their disciplines, interests, and assigned workloads.

While there is no single formula for scholarly productivity and engagement, greater emphasis is given to peer-reviewed work. The merit of a candidate's 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.

When evaluating a faculty member's scholarship, written works are considered to be "published" once an editor states that all required revisions have been satisfactorily made, no further peer reviews will be sought, and specifies an expected publication date or publishes the work online.

Evidence of achievement in scholarship or creative activity may include works produced in many possible forms and forums, though peer-reviewed work is essential.

#### *Peer-Reviewed 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 IAC members, especially when considering new online open access or open-ended publication sites. In view of the JVRHC's disciplinary diversity, it is incumbent upon each IAC to communicate clearly (and as early as possible in each candidate's progress toward tenure and/or promotion) the nature and quality of peer-reviewed scholarly or creative works a faculty member is expected to produce in order to earn a positive recommendation for tenure and/or promotion.

#### *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 their 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 IAC 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. Moreover, since conferences and other scholarly venues differ in the selectivity and rigor of the vetting processes, faculty are encouraged to contextualize their professional presentations when presenting their research/creative work for formal review. However, conference presentations or other forms of public presentation of one's work are not substitutes for peer-reviewed scholarly or creative works and will not suffice as the sole expression of scholarly or creative 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 their 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 IAC 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 in consultation with the candidate's IAC. If a faculty member considers this type of work to be integral to their research or creative activity, then a sampling of this work should be included in the materials presented for formal tenure and promotion review.

### Service to the University, Profession, and Community

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. Core Faculty Members in the JVRHC are expected to work with the Dean, Associate Dean, and members of their IAC to identify appropriate service opportunities. Core Faculty Members who hold administrative positions should include their administrative work as part of their service contributions to the College and University.

### Student Interaction

Mentoring of students and participation in co-curricular programs are essential activities and should be acknowledged and rewarded appropriately. JVRHC Core Faculty members are expected to develop areas of student interaction appropriate to their interests and areas of specialization.

### Professional Development

It is essential that tenured and tenure-track faculty members in the JVRHC pursue ongoing professional development – professional activities beyond normal teaching, research,

mentoring, and service duties that enhance their knowledge and efficacy as teachers, scholars, artists, mentors, or academic citizens. While no specific subset of the following activities is required, the professional development activities of JVRHC tenured or tenure-track faculty members may include:

- attendance at academic conferences or workshops (in addition to those at which faculty members present their own research or creative work);
- professional training or certification programs;
- educational or professional consulting;
- academic coursework (undertaken for one's own learning);
- sustained programs of self-directed study or informal study with colleagues; or
- other recognized forms of professional development.

#### Professional Ethics

All JVRHC Core Faculty members are expected to conduct themselves in accordance with the "Statement on Professional Ethics" included in the *TCU 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 and peer-reviewed research/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.

### 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.

### Promotion to Professor

As a general rule, per University policy, faculty members seeking promotion to full professor may do no sooner than their sixth year in the Associate rank. 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 and service leadership, including leadership within the JVRHC and the University. 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 or by virtue of its significance within one's field(s) of inquiry, is essential. Such success and impact 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. Excellence in teaching and institutional leadership are also essential areas of activity and must be clearly evidenced in promotion dossiers. Faculty members aiming for promotion to full professor should seek, and each IAC should provide, proactive advice regarding expectations for promotion, including but not limited to the nature and quality of peer-reviewed scholarly or creative works the faculty member would be expected to produce in order to earn a positive promotion recommendation.

### Joint Appointments

In the case of joint appointments, the faculty member's primary home department and/or college will be responsible for initiating timely 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 and deadlines specified on the Provost's annual 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 their desire to be considered for tenure and/or promotion.
- By May 15, after receiving the JVRHC Associate Dean's approval to proceed, 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 Advisory 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).

### September and October

- The faculty member submits an updated and complete dossier to the Associate Dean (see "Honors College Tenure and Promotion File Format").
- The IAC (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 IAC (in its role as "departmental advisory committee") a written recommendation to grant or withhold tenure, then meets with the IAC to discuss the recommendation.
- The IAC (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 IAC, and shares this document with the IAC.
- If a majority of the IAC 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 IAC.
- 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)**

**Revised and Approved by Honors College Tenure and Promotion Committee (December 2020)**

**Approved by Honors Core Faculty (March 2021)**

**Approved by Provost Teresa Dahlberg (April 2021)**