

CRITERIA AND GUIDELINES FOR TENURE, PROMOTION, AND MERIT INCREASE

Department of English

Changes to the criteria and procedures contained in this statement may be considered by the department at any time. Emendation of the statement requires a majority vote of the full-time faculty members. The statement will undergo formal review by the full-time faculty members of the English Department after a five year period has lapsed since the last revision.

[Adopted 9/2001; Revised 2/2002, 4/2002, 4/2006, & 2/2009; Next revision no later than 2013]

This statement of criteria for promotion, tenure, and merit supplements the general policy statements in the *Handbook for TCU Faculty and Staff*, AddRan Criteria for Tenure, Promotion, and Merit Awards; and the Department of English Bylaws. Members of the English faculty annually provide evidence of performance in the specified areas to the Department Chair and the relevant faculty representatives (e.g. the Advisory Committee, Tenured Faculty, Advisory Merit Subcommittee) to support the determination of merit pay increases or progress toward tenure and promotion.

It is this department's intent to create living, evolving criteria and guidelines that make as transparent as possible both the processes and procedures for obtaining tenure and promotion. Like English studies itself, this document assumes a dynamic horizon full of many legitimate and varying careers in our profession. It is therefore essential that all candidates requesting tenure and/or promotion are assured that a system of checks and balances are built-in, and that the department engages in rigorous, and recursive, assessment of our professional policies. We do this to make the tenure and promotion process as positive and straight-forward as possible, and as a way to showcase the important work our faculty do in our field.

1. CRITERIA FOR TENURE AND PROMOTION

Much as we all wish there were, there are no ineluctable, crystalline algorithms for evaluation or promotion. To meet and / or exceed the Department's expectations in research, teaching, and service, both quantity and quality are important. While sustained productivity in all of these areas represents an important accomplishment, quantity is never an adequate substitute for quality.

While quantity can be easier to measure, estimations of quality require particular kinds of judgments. For teaching, measures of quality may include observation assessments by colleagues, awards and nominations, student evaluations, frequency of student mentoring, and the success of undergraduate and graduate mentees (See 2A). For service, quality can be demonstrated by the assessments of colleagues and administrators, awards and nominations, and program leadership (See 2C).

For scholarship, evaluation of quality requires the estimation of a range of considerations related to the faculty member's work (See 2B). One indicator of quality resides in the venues of publication, which must be evaluated with the understanding that in scholarly publication the best presses and best journals in one part of the discipline are not the best presses and best journals in another. Effects on the discipline must also be considered and may be aided by the use of appropriate indicators such as reviews in professional journals, citation in annual reviews of scholarship, or awards. The assessments of external reviewers form an especially significant measure of quality.

In addition, the internal quality of a candidate's work will also be assessed; that is, faculty colleagues will evaluate the quality of the scholarship independent of venue of publication or other externally validated measures.

1A. Tenure

Details regarding TCU's Tenure Policy are outlined in the *Handbook for TCU Faculty and Staff*.

1B. Promotion to Associate Professor

The Department regards demonstrated effectiveness in teaching as a necessary goal for tenure and promotion to Associate Professor. The candidate must additionally demonstrate achievement in scholarship or appropriate creative activity by offering a sustained record of publication in refereed journals or by national or regional presses, and of appropriate presentations to professional organizations. Such sustained activity is most often demonstrated by a book or its equivalent, e.g. six scholarly articles published in national peer-reviewed journals or comparable scholarly publications. Finally, the candidate must document involvement in service to the profession and the University.

1C. Promotion to Professor

A record of scholarship or creative activity is the major criterion influencing decisions on promotion to Professor. Particular attention is paid to achievements since promotion to Associate Professor. The candidate must show record of consistent scholarly or creative achievement, recognized nationally and/or internationally, sufficient to constitute a genuine contribution to the discipline. Such achievement may be demonstrated by the publication of a post-tenure book or its equivalent. In recognition of the fact that after tenure a faculty member's scholarly or creative work may pursue a range of trajectories shaped by his/her standing in the field and particular area of specialization, varying kinds of work, including editing, preparation of textbooks, and collaborative work, should be given due attention in a complete understanding of the candidate's scholarly or creative profile.

The candidate's record of scholarly/creative work must be accompanied by evidence of excellent teaching and academic leadership. A candidate for promotion to Professor must demonstrate teaching skills that improve upon the experience gained in the lower ranks. Furthermore, he or she must be a member of the Graduate Faculty.

The candidate must show evidence of service leadership as well as sustained participation. As a member of a department containing two undergraduate and two graduate programs which are crucial to TCU's delivery and assessment of the Core Curriculum (especially Essential Outcomes, Literary Traditions, Humanities, and Writing Emphasis), an English faculty member at the associate level can face uniquely taxing service or administrative demands. This service or administrative work is a vital contribution to the well-being of the Department and the students the Department serves as well as the larger University community. Such service or administrative work should be recognized for its importance. Therefore, while research and creative activity is primary in the promotion to full professor, it should be considered in relation to service demands.

2. AREAS OF EVALUATION FOR TENURE, PROMOTION, AND MERIT INCREASE

2A. Teaching

Faculty members of all ranks are expected to provide a model of the teaching professional, manifesting their mastery of the discipline in their classroom performance and in their evaluation of student work through written comments and individual conferences. Members of the Graduate Faculty have the additional responsibility of providing a model for graduate students in the practice of the discipline of English.

TCU affirms that teaching effectiveness can be assessed. Evidence of teaching effectiveness can be provided at least partially through documentation of teaching activities and students' and colleagues' responses and evaluations of teaching. Tenure-track faculty (for the purposes of annual review) and candidates seeking tenure and/or promotion to Associate or Full Professor should provide relevant materials in the areas such as those listed below. The order of the list does not reflect a hierarchy of significance since various faculty members may have quite different teaching profiles, all of which contribute to the fulfillment of the teaching mission of the department:

- classroom visits by colleagues in consultation with the faculty member
- official TCU student evaluations (narrative student remarks as well as statistical data) provided by the faculty member
- course materials, including syllabi, assignments, learning materials, student work, and written responses to student work
- teaching innovation, including new course creation, revision of existing syllabi, incorporation of teaching technologies
- designing and/or delivery of service learning components or courses
- mentoring graduate students and/or junior faculty in pedagogical practice
- overload teaching, including directed studies, thesis and dissertation direction, exam and dissertation committee service
- teaching awards or other recognition
- contributions to activities supporting the Department's teaching mission, including program and curricular development, accreditation reviews by outside agencies, and program reviews
- invitations to teach at other institutions
- evidence of outstanding student achievements completed under the candidate's supervision

2B. Scholarship, Creativity, and Its Equivalents

As a doctoral department, the English Department has the special responsibility of attaining distinction in scholarly or creative endeavor. For this reason, the Department sets scholarly and creative achievement as a principal goal, on a par with teaching, to be met by faculty members seeking tenure and promotion.

Evidence of scholarship should consist of published or publishable writing, singly or collaboratively authored, or, where appropriate, recordings, videotapes, films, and works in electronic or other media, singly or collaboratively produced. The department considers print and electronic media equivalent for the publishing scholarship or creative activity.

Evidence of a faculty member's development and standing as a scholar can be provided at least partially through documentation of the following four categories of scholarly or creative work, listed in descending order of significance. Tenure-track faculty (for the purposes of annual review) and candidates seeking tenure and promotion to Associate Professor or Professor should provide full documentation of scholarly and creative work, which may include off-prints, reviews, letters of acceptance from journal editors or editors of presses, reader reports, and full manuscripts of works in progress or accepted for publication.

1. Publications: Scholarly and creative writing, as well as other forms of publishing and production. The following list is by no means comprehensive; rather, it indicates a range of acceptable forms of published research and creativity, with greater weight given to peer-reviewed works than reviews or reference entries. Intended as a guide for evaluating diverse forms of faculty productivity, the list order may be adjusted to account for exceptional quality, widespread recognition, or overall significance for the discipline:
 - peer-reviewed monographs, scholarly editions, or creative books
 - peer-reviewed edited collections or anthologies
 - primary editorship of scholarly journals or book series
 - peer-reviewed individual scholarly articles or book chapters or creative works in journals, books, or scholarly conference proceedings
 - peer-reviewed research-based textbooks
 - other kinds of editing of scholarly materials
 - book reviews in scholarly or creative journals
 - published abstracts, bibliographies, reference works
2. Presentations: The presentation of papers to national or international professional organizations, regional affiliates of national organizations, and local or regional professional organizations. The following list is by no means comprehensive; rather, it indicates a range of acceptable forms of professional presentations, with greater weight given to presentations that reflect stature in the profession:
 - invited keynote addresses at professional conferences
 - presentation of papers at juried professional conferences
 - invited presentation of scholarly papers at professional conferences
 - serving as a panelist on special conference programs
 - invited presentations at other institutions or community events

3. Awards and Externally Funded Grants: Application for external and internal research or travel grants, with greater weight given to grants received. Includes professional consulting related to the discipline.
4. Works in Progress: Faculty members engaged in long-term works that do not lead to publication on a regular basis (e.g., book manuscripts) may provide appropriate evidence of their progress toward the completion of the project through evidence of grant applications or completed sections of the research.

For promotion from Associate Professor to Professor, additional documentation of following areas may be relevant: national and international recognition, reviews of scholarly publications, citations of candidates' scholarship, book launches, prizes, nominations for prizes, or other forms of recognition.

2C. Service to the University, the Profession, and the Community

The Department views service as a legitimate and important measure of faculty achievement. As part of a doctoral department, an English faculty member has a particular responsibility to be active in the profession. Service is evaluated based on documentation of its performance in three areas:

Service to the Profession: Activities such as holding office in national or regional professional organizations; refereeing of manuscripts, conference papers, and grant proposals; arranging conferences; or presiding at professional meetings or sections of professional meetings; serving as an external reviewer for purposes of tenure and promotion, grants, or other professional matters;

Service to the University: Chairing or otherwise serving on Departmental, College, or University committees; filling administrative duties at the Department, College, or University level; carrying out special assignments from the Chair, Dean, or Vice Chancellor; or sponsorship of or participation in TCU chapters of national student organizations;

Service to the Community: Activities that appropriately represent TCU, the English Department, and faculty's scholarly or creative endeavors to the broader public.

For tenure-track faculty members, a listing of these activities on the curriculum vitae is sufficient documentation for annual review, although candidates may provide additional evidence as they desire. Candidates for tenure and promotion to Associate Professor or Professor should provide documentation of such activities. This documentation might include letters evaluating the faculty member's service contributions from relevant parties, such as committee chairs, students, or colleagues in national organizations, or other forms of evidence such as newsletters, copies of the listing of editorial boards from journals or book series, etc.

2D. Advising and Related Activities

The Department considers academic advising and related activities to be important activities closely linked to teaching. In a doctoral program, mentoring of graduate students can be one of the most time-intensive and important activities in which a faculty member engages. These activities are worthy of acknowledgment and reward.

Evidence of a faculty member's engagement in academic advising and related activities can be provided at least partially through documentation of participation in the following activities. For tenure-track faculty members, a listing of these activities on the curriculum vitae is sufficient documentation for annual review, although candidates may provide additional evidence as they desire. Candidates for tenure and promotion to Associate Professor or Professor should provide documentation of such activities. This documentation may include letters from relevant parties who are aware of the candidate's participation, programs, thank you notes, student testimonials, etc.

- TCU's recruitment and first year programs, including Mondays at TCU, Experience TCU, Frog Camp, orientation, Common Reading, and TCU Connect
- Academic advising of undergraduate majors
- Mentoring of undergraduate majors: including participating in departmental professional development panels; preparation for the job market, graduate school, or law school; and writing letters of recommendation
- Mentoring of graduate students: in areas including advising on coursework; preparation for qualifying examinations; revision of articles for publication; presentation of conference papers; writing of grant applications; writing letters of recommendation; preparation for the job market, MLA interviews, and campus interviews; participating in departmental professional development seminars, departmental colloquia or study groups
- Mentoring of junior faculty: in areas including revision of articles for publication; presentation of conference papers; writing of grant applications; writing letters of recommendation; preparation for tenure and promotion; departmental service

2E. Professional Development

The Department expects all faculty members to maintain their knowledge of current developments in their specialty and to increase their understanding of the discipline generally. All faculty members who provide documentation of scholarly and creative activity meet this expectation. Faculty members may provide additional documentation of participation in national or regional seminars and institutes or other relevant activities. For tenure-track faculty members, a listing of these activities on the curriculum vitae is sufficient documentation for annual review, although candidates may provide additional evidence as they desire. Candidates seeking tenure or promotion to Associate Professor or Professor should provide documentation in the form of acceptance letters, programs, newsletters, or letters from organizers.

2F. Professional Ethics

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

3. GUIDELINES FOR ORGANIZING MATERIALS TO BE SUBMITTED FOR EVALUATION

Tenure-track faculty members should submit a binder for their annual review, providing full documentation of applicable materials listed above (in 2A-2F). The contents of the binder, which should be organized with section dividers, should be preceded by the faculty member's curriculum vitae, a narrative (1-2 pages) describing accomplishments in the last year, a bulleted list of the past year's highlights, and a statement of research agenda and other goals for the next year.

Candidates for tenure and promotion to Associate Professor or Professor should submit a binder prepared in accordance with the document entitled "AddRan College Tenure & Promotion File Format." For perusal by members of the tenured faculty within the department, the candidate should additionally submit a narrative of accomplishments (3-4 pages), a bulleted list of highlights, a statement of research agenda and other goals. The candidate should compile two supplementary binders, labeled "Research" and "Teaching and Service," both clearly organized, providing full documentation (of 2A-2F above) for all of the candidate's years at TCU as well as relevant materials from prior institutions. Additional materials may be added to supplemental binders at any time until a final decision has been made regarding tenure and/or promotion.

4. PROCEDURE FOR EVALUATION OF MATERIALS

Every academic year, the Department of English works through two cycles of review, one based on the prior academic year (for tenure and promotion considerations) and other based on the prior calendar year (for annual reporting and merit evaluations). For tenure-track faculty in their first year, the first review cycle is slightly different, as detailed below. See English Department Bylaws for details regarding Salary Increment Determination ("merit pay"); what follows is an overview intended to clarify procedures for annual review and considerations of tenure and promotion.

Annual T&P Review. In early October, review binders must be submitted by all tenure-track faculty not in their first year at TCU; at this time, faculty candidates for tenure and/or promotion also submit binders and additional materials for evaluation. The tenured faculty meet to review these materials and for each tenure-track faculty member, a tenured faculty member drafts an assessment/recommendation for the Chair. For tenure-track faculty, the Chair writes an assessment of progress toward tenure, evaluating Research, Teaching, and Service (rating each according to the following: *Exceeds Expectations*, *Met Expectations*, or *Has Not Met Expectations*) and concluding with one of the following overall judgments: *Exemplary*, *Excellent*, *Very Good*, *Satisfactory*, or *Unsatisfactory*. Copies of this written assessment are given to each faculty member for review and confirmation signature, with one copy forwarded to the Dean and another placed in the faculty member's departmental personnel file. For faculty being considered for tenure and/or promotion, the Chair and the Advisory Committee present written recommendations, on behalf of the department, that will be forwarded to the Dean and Provost/Vice Chancellor for Academic Affairs. Candidates will have annual review materials returned to them after the process is complete.

Extension of the Probationary Period. Individuals receiving an extension of the probationary period (see *Handbook for TCU Faculty and Staff*) will be reviewed under the same standards as candidates who have not extended the probationary period.

Leave of Absence. [**** Policies remain to be written regarding leaves of absence for junior faculty, for research purposes, for extraordinary experiences or events beyond an individual's control, for leaves covered by the Family Medical Leave Act, and other reasons. At a later time, we will present a revised draft of this section, covering the evaluation of faculty members for such periods, addressing issues not already covered in the Handbook.*]

Faculty Annual Reports. In early January, all faculty submit Faculty Annual Reports that account for the previous calendar year's teaching, research/creative activities, grants and contracts, professional/administrative service, student interaction, professional development, and awards/honors/recognitions. Independent of the Tenure and Promotion review process, these reports are sent directly to the Chair, the Dean, and the Provost's office and serve as an inventory of faculty activity across campus. Using these reports, the Chair works with an Advisory sub-committee to make preliminary evaluations for Salary Increment Determination and present them for full Advisory Committee review (see Bylaws).

First Year Review. Faculty in their first year do not submit review materials until after the Faculty Annual Reports are due in January. In mid-February, first-year faculty submit a binder of materials that will be reviewed in a manner similar to the protocol for Annual T&P Review.

Faculty Candidates for Tenure/Promotion. In early March, faculty who wish to be considered for tenure and/or promotion will produce research materials for external reviewers. Candidates will submit a list of six potential external reviewers to the Advisory Committee; the Chair will also compile a list of six potential external reviewers. External Reviewers should be chosen on the basis of their ability to provide an unbiased, informed review of the candidate's scholarship. The Chair and the Advisory Committee will vote on a final, prioritized list of external reviewers. A tenured member of the Advisory Committee (elected by the Advisory Committee), a "Tenure and Promotion Document Manager," will oversee the process of securing external reviewers, corresponding with them, shipping portfolios, and ensuring the safe and timely arrival of (confidential) external review letters by October 1. Throughout the process, the T&P Document Manager will regularly inform the Chair of progress, and candidates will have the right to know the status of—but not the details regarding—their external reviews. Letters from external reviewers will be added to the candidates' binders upon submission for tenure/promotion review (see below).

Letters. Every year, on behalf of the tenured faculty, the Chair issues a written tenure progress report to all tenure track faculty, with copies to the Dean and to the Provost/Vice Chancellor for Academic Affairs (See Section 5: Timetable).

For tenure and/or promotion cases, a T&P Document Manager will oversee the handling of external review letters. Original letters will be copied in triplicate immediately upon arrival. One set of copies will be kept in a secure file until a final decision has been at the university level; the letters will then be delivered to the faculty member. Another set of copies will be provided for the Chair (to hold for the personnel file), another set will be kept by the T&P Document Manager, and the original letters will be added to the candidate's binder materials for review.

For tenure and/or promotion cases, all tenured faculty will meet to discuss and vote on the faculty member's candidacy. Based on input generated from the meeting, the Chair

writes a letter conveying the tenured faculty's recommendation regarding tenure and/or promotion and presents it to the Advisory Committee for review. The tenured members of the Advisory Committee meet and write their own letter conveying the tenured faculty's recommendation regarding tenure and/or promotion, which is submitted to the Chair for review. The T&P Document Manager then ensures that both letters are included in the candidate's binder. All written materials are subject to Chair and Advisory Committee review prior to inclusion in the binder forwarded to the Dean.

Voting. All tenured faculty will vote on all decisions regarding tenure and promotion.

5. TIMETABLE FOR SUBMISSION AND EVALUATION OF MATERIALS

The timetable below represents the sequence of steps in the tenure and promotion process. However, all specific deadlines must be met as specified in the "Calendar and Procedures for Review of Nontenured Tenure Track Faculty and Tenure/Promotion Recommendations" issued annually by the Office of the Provost.

Calendar

Procedures

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| January 1 st week | Faculty Annual Reports from all faculty are due to the provost and departmental chair (hereafter "Chair"). |
| January 3 rd week | Merit review subcommittee, together with the Chair, will meet to evaluate FARs and make merit recommendations. The Chair must report to the Advisory Committee on results of merit evaluations no later than 31 January. |
| February 1 st week | The Chair asks all tenure track faculty who are in their first year at TCU to collect a binder of materials for tenure and/or promotion review. |
| February 2 nd week | All tenure track faculty who are in their first year at TCU submit a binder containing materials for annual tenure and promotion review. |
| February 3 rd week | The tenured faculty meet to review and discuss the cases of all tenure track faculty in their first year at TCU. |
| February 4 th week | For each first year tenure track faculty, a member of the tenured faculty submits to the Chair a draft of written assessment of progress toward tenure. |
| March 1 st week | <p>The Chair issues a written tenure progress report to all first year tenure track faculty, with copies to the Dean and to the Provost/Vice Chancellor for Academic Affairs. The University, school/college and departmental criteria statements, as appropriate, shall form the basis of review regarding progress toward tenure. This letter is to be sent even if a decision is to be made on tenure this year.</p> <p>The Chair asks all faculty who will be considered for tenure and/or promotion in the coming year to collect publications and other research materials for external reviewers.</p> <p>The Chair consults with promotion and tenure candidates and other relevant sources in order to compile a list of six potential external reviewers. Promotion and tenure candidates will compile a list of six potential external reviewers to submit to the Advisory Committee.</p> |

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| March 2 nd week | <p>The Chair and the Advisory Committee will, by majority vote, determine which external reviewers to contact, and in what order they will be contacted. A total of six external reviewers will be sought.</p> <p>A tenured, elected member of the Advisory Committee, a "Tenure and Promotion Document Manager" (T&P Manager), will be responsible for correspondence with external reviewers; distribution of materials to external reviewers; and monthly status reports to the Chair and candidates. All correspondence with external reviewers will be copied or forwarded to the Chair.</p> |
| March 3 rd week | <p>Tenure and promotion candidates will submit sets of copies of publications and other research materials to the T&P Manager, who consults with the Chair before sending materials out for review.</p> <p>The T&P Manager will contact the first six potential external reviewers, asking for a decision within 30 days. To ensure oversight, reviewers will be asked to copy all correspondence to the Chair. Additional reviewers will be sought when [1] a request for the review is refused or [2] when a decision or reply is not received within 30 days.</p> <p style="text-align: center;">* * *</p> |
| September 2 nd week | <p>The Chair asks all tenure track faculty (except those in their first year at TCU) and all faculty being considered for promotion to assemble a binder of materials for tenure and/or promotion review.</p> |
| October 1 st week | <p>All tenure track faculty (except those in their first year at TCU) and all faculty being considered for promotion submit binders containing materials for annual tenure and promotion review to the Chair.</p> <p>Written assessments (letters) arrive from external reviewers for all tenure and promotion candidates. The T&P Manager will make three copies of the letters: [1] one set for the T&P Manager, [2] one set for the Chair to hold for the personnel file, and [3] one set to be kept on file, released to candidates only after a final decision has been issued by the Chancellor. Original letters will then be placed in candidate binders. Candidates will be notified when all expected external reviewer letters have arrived.</p> |
| October 3 rd week | <p>The tenured faculty meet to review and discuss the cases of all tenure-track faculty members (except those in their first year at TCU) and of all faculty being considered for promotion.</p> <p>The tenured faculty draft for the Chair a written recommendation to grant or withhold tenure for all faculty in their final probationary year and for all faculty being considered for promotion. The tenured faculty will draft for the Chair a written assessment of</p> |

progress toward tenure for all other tenure track faculty (except those in their first year at TCU) to the Chair.

October 4th week

The Chair meets with the Advisory Committee and presents his/her written recommendations evaluating progress toward tenure for tenure-track faculty (except first year faculty).

After this meeting, the Chair issues a written tenure progress report to all nontenured faculty who are in at least their second year with copies to the Dean and to the Provost/Vice Chancellor for Academic Affairs. The University, school/college and departmental criteria statements, as appropriate, shall form the basis of review regarding progress toward tenure. This letter is sent even if a decision is to be made on tenure this year.

November 1st week

The Chair meets with the Advisory Committee and presents his/her written recommendations for tenure/promotion.

November 2nd week

The Advisory Committee submits in writing its judgment of the tenure/promotion recommendations to the Chair. The Advisory Committee reviews the final draft of the Chair's letter that will be included with candidate materials forwarded to the Dean.

November 3rd week

The Chair and T&P Manager forward written recommendations on tenure/promotion and supporting evidence to the appropriate Dean.