

Texas Woman's University University Regulation and Procedure

Regulation and Procedure Name: Faculty Promotion and Tenure

**Regulation and Procedure
Number: URP: 02.342**

Policy Owner: Academic Affairs

POLICY STATEMENT

TWU values faculty as a vital resource in achieving its mission through quality teaching, scholarship, and service. TWU has established faculty employment arrangements that provide the opportunity for promotion and tenure in order to attract and retain qualified faculty. Three domains--teaching, scholarship, and service--are traditionally important in evaluation of faculty for promotion and tenure decisions; and all three areas relate significantly to the TWU mission. For a faculty member to meet the minimum standards for promotion and tenure, evidence of achievement in each of the three areas must be included in the application materials.

This URP is intended to provide a consistent process for the review of faculty promotion and tenure documents across the University while allowing each academic component (AC) to establish criteria that are appropriate for the relevant disciplines and goals of the AC.

APPLICABILITY

This policy is applicable to TWU Faculty.

DEFINITIONS

1. "Academic Component ("AC")" means an administrative unit of faculty within a discipline or a set of related disciplines; may be titled program, department, school, or a campus/center unit of a college.
2. "Academic Component Administrator ("ACA")" means the leader of an academic component (AC); may be titled program director, chair, director, associate dean, or associate director.
3. "Peers" means individuals with similar professional responsibilities.
4. "Tenure" means the entitlement of a faculty member of TWU to continue in the faculty member's academic position unless dismissed by TWU for good

cause in accordance with TWU's policies and procedures. The granting of tenure may not be construed to create a property interest in any attribute of a faculty position beyond a faculty member's continuing employment, including their regular annual salary and any privileges incident to their status as a tenured faculty.

REGULATION AND PROCEDURE

I. Overview

- A. University standards described in this policy are the minimum requirements applicable to all members of the faculty, and the standards serve as the foundation for any additional promotion and tenure criteria established by individual academic components (AC). Academic component criteria are subject to university review and approval as described in the section below entitled "Establishment of Academic Component Standards."
- B. TWU explicitly recognizes the importance of academic freedom in the conduct of higher education and embraces the principles set forth in the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* as issued by the American Association of University Professors.

II. Standards for Promotion and Tenure

- A. Faculty must meet standards for promotion and tenure in three areas:
 - 1. Teaching (including formal classroom activities and informal student mentoring),
 - 2. Scholarship (including all types of scholarly research and/or creative activities), and
 - 3. Service (including university, professional, and community service).
- B. Individual faculty will necessarily vary in the extent to which their responsibilities emphasize teaching, scholarship, service, or administration. Assessment of faculty performance must consider these varied assignments, which have been previously approved and communicated to persons and committees performing a review of the faculty member. Nevertheless, to meet the minimum standards for tenure and promotion, faculty members are expected to demonstrate and document high quality achievement in each of the domains of teaching, scholarship, and service.

III. Teaching

- A. The teaching role of university faculty is to promote the academic and professional growth of students. Teaching requires knowledge of the subject, ability to present information and materials clearly, and an ability to help motivate students to learn. The purpose of the review process for teaching is to recognize accomplishments and/or areas of deficiency and to aid the faculty member in professional development in the area of teaching.
- B. While all faculty may not have opportunity to participate in each of the following, teaching effectiveness generally refers to the competence of the instructor in:
1. Classrooms (online, hybrid, or face-to-face);
 2. Laboratories;
 3. Studios;
 4. Clinics;
 5. Supervision of independent studies and/or internships;
 6. Supervision of projects, research and fieldwork;
 7. Guidance of student scholarly outputs (e.g., professional papers, artistic projects, capstone projects, thesis, and dissertation);
and
 8. Student mentoring.
- C. The review of teaching effectiveness may include, but is not limited to, factors such as evaluation of teaching methodology, course development, course materials, course management, classroom management, student achievement of learning outcomes, and content expertise. University and AC criteria will be the primary means of evaluating teaching. To provide a comprehensive set of inputs, each review of teaching at a minimum must include all four types of input:
1. Faculty self-reflection and evaluation, including appropriate supporting evidence;
 2. Student course evaluation feedback;
 3. Observation and feedback from other faculty; and
 4. Observation and feedback from the AC administrator.
- D. Faculty completing reviews in Years 1-5 must include input collected during the year under review. Faculty reviews after Year 6 of employment include

observations from other faculty and the AC administrator collected at least once during the three-year period under review in addition to the required self-reflection/evaluation and student course evaluation feedback for the three-year period. Whenever possible, the input from each source will include both quantitative and qualitative feedback.

IV. Scholarship and Creative Activities

- A. The scholarship role of the university is to expand the domain of human knowledge, imagination, and forms of expression; contribute to improvements in professional practice; and enhance teaching effectiveness. Scholarly pursuits include not only the diverse attributes that comprise inquiry, but also the forms of public statements of results that comprise inquiry, such as publications, performance, or presentation (Excerpt from The Research Mission of the University, Fall 1990).
- B. Boyer's (1990) teacher-scholar model underpins TWU's faculty advancement standards. The components of the model are scholarship of discovery of new knowledge, scholarship of integration, scholarship of application, and scholarship of teaching. Sound scholarship may be individual or collaborative, within one discipline or interdisciplinary. The emphasis in evaluation is quality and impact rather than quantity.
- C. Scholarly outputs consist of original intellectual/creative/artistic expressions that enhance the knowledge of society. To expand public knowledge, a scholarly output must find public expression, such as peer reviewed publications and presentations, performances, or juried exhibitions.
- D. University and AC criteria for the domain of scholarship are appropriate for the University's overall scholarship goals and consistent with the standards of the specific discipline. AC criteria will emphasize quality and impact and reflect disciplinary standards for the quantity and type of scholarly output. As appropriate for each discipline, criteria will also recognize the role of grants. Evaluation of scholarship will include feedback from external reviewers, as required.

V. Service

- A. Service is the engagement of faculty related to their academic disciplines or expertise, which produces a benefit to another party. In a broad sense, institutional service is using a faculty's knowledge and skills to benefit the institution, professional organizations, and the community through active involvement and leadership. Professional service encompasses active participation in an organization by providing leadership or facilitating the goals of the organization. Therefore, appropriate documentation of service will emphasize both the activity undertaken and the benefit produced to the

other party. Faculty members at all levels are expected to engage in meaningful service.

- B. Service is generally grouped into two categories: Internal and external to the University.
 - 1. Internal service is an extension of the commitment to shared governance, and the opportunity and responsibility of faculty (See URP 02.330: Faculty Responsibilities, Standards of Conduct, and Disciplinary Processes) to participate in the decision-making process of the University.
 - 2. External service is frequently grouped into one of two categories: Service to the profession or service to the community. Although faculty should not be discouraged from providing service in any field in which they have an interest, faculty activities are considered by the University to be service only when they are performed using competencies relevant to the faculty member's role and/or area of specialization at the University. External service is expected to be provided with little or no additional compensation to the faculty member rendering the service.
- C. University and AC criteria for the domain of service must be appropriate for the University's overall mission and vision and related to the characteristics of the specific discipline. University and AC criteria should emphasize quality and impact of service rather than quantity. Evaluation of external service may include feedback from external reviewers, as required for tenure and/or promotion.

VI. Methods of Documentation

- A. Table 1 suggests documentation of teaching, scholarship and other creative activities, and service for promotion and tenure. This documentation is also used in periodic performance review and post-tenure review.
- B. Table 1: Documentation of Teaching, Scholarship and Other Creative Activities, and Service for Periodic Performance Review, Promotion, and Tenure.

C.

Teaching	Scholarship & Other Creative Activities	Service
<p><i>Evaluation should include the extent, quality, and effectiveness of the candidate's teaching. Evidence of teaching and mentoring effectiveness is best judged by peer review. It may include, but is not limited to, the sources listed below:</i></p>	<p><i>Evidence of the quality of scholarship is to be documented by peer review. Evidence of research/creative activity may include, but is not limited to, the sources listed below:</i></p>	<p><i>Evaluation of service should include the extent, quality, and significance of the candidate's service. Evidence of service to the university, profession, and community may include, but is not limited to, the sources listed below:</i></p>
<ul style="list-style-type: none"> • Evaluation of teaching methods, course materials, course management, and degree of content expertise; • Peer observations of teaching and/or examination of teaching portfolio; • Analysis of quantitative and qualitative responses from student evaluations and learning outcomes; • Analysis of courses taught, number of preparations, class sizes, and course levels; • Types of courses in relation to AC criteria for promotion and tenure; • External review of course materials; • Honors or special recognitions for teaching; 	<ul style="list-style-type: none"> • Publications in refereed journals and by quality presses including, but not limited to, books, book chapters, reviews, bulletins, monographs, articles, and letters from publishers for publications "in press"; • Documentation of creative products including, but not limited to: exhibitions, installations, performances, theatrical works, films, recordings, or other artistic works; • Grants pertaining to research/creative activity with documentation of funding source, amount, inclusive years, and outcomes/ products; • Presentations and papers delivered before scholarly societies; • Publication in conference proceedings; • Professional honors and awards; 	<p><i>General Service:</i></p> <ul style="list-style-type: none"> • Honors and awards related to service (explain nature of award and method of selection). <p><i>Service to the University:</i></p> <ul style="list-style-type: none"> • Participation and leadership in university, college, and AC committees and task forces; • Service to student organizations and other student activities outside of the classroom; • Service as a teaching peer observer; • Recognition of quantity and quality of advising responsibilities; • Development of newsletters, brochures, in-service programs, non-credit continuing education

Teaching	Scholarship & Other Creative Activities	Service
<ul style="list-style-type: none"> • Development of new programs and courses; • Teaching innovations; • Preparation of publications used in class; • Reports from alumni and their employers; • Evidence of student achievement; • Service learning and internships directed; • Evidence of quality and quantity of student research and/or creative projects, independent studies, professional papers, theses and/or dissertations directed by candidate in ACs with graduate programs. 	<ul style="list-style-type: none"> • Citation index analysis, if appropriate; • Impact factor analysis, if appropriate; • Pioneer Open Access Repository submissions. 	<p>courses, and professional conferences.</p> <p><i>Service to the Profession:</i></p> <ul style="list-style-type: none"> • Membership and leadership in professional organizations, journal editorship, consulting projects, technical reports, panel chair or discussant. Indicate state, regional, national and international affiliations; • Review of manuscripts, books, and grant applications; adjudication of exhibits, performances, and designs. <p><i>Service to the Community:</i></p> <ul style="list-style-type: none"> • Voluntary participation and/or leadership in local, regional, state, national, or international non-profit organizations (role, years of service, major contributions, elected or appointed); and local, state, or national office; • Giving public lectures; • Service on advisory boards or civic committees; • Involvement in community or charitable organizations; • Providing consultation/technical assistance for the public good.

VII. Promotion

- A. Promotion in rank is recognition of past achievement of the individual being considered for promotion on the basis of the quality of performance in teaching, scholarship, and service. Promotion should be consistent with university regulations and procedures and AC criteria. Typically, consideration for promotion from Assistant to Associate Professor occurs at the time of consideration for tenure.
- B. The University recognizes that specific circumstances justify appointment to non-tenure track positions. These include clinical and lecturer appointments. Non-tenure track faculty may be appointed to meet programmatic needs of an AC of the University. Clinical and lecturer faculty are eligible for promotion but not tenure.
- C. Promotion decisions are to be made impartially and as recognition of merit in multiple levels of review. Faculty being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Table 2 outlines minimum standards for promotion for tenure-track faculty, Table 3 for clinical faculty, and Table 4 for lecturer faculty.
- D. Table 2: Standards for Tenure-track Faculty Appointments and Promotions
 - 1. The following minimum standards for appointment or promotion to each academic rank are meant to provide equity and comparability across the university. Achievements of the candidate must be documented, and promotion evaluation must include external peer evaluations. Faculty being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion and/or tenure must also satisfy the applicable Academic Component criteria.

Assistant Professor	Associate Professor	Professor
<p>Appointment Criteria:</p> <ul style="list-style-type: none"> • Completion of appropriate terminal degree or equivalent as defined by academic unit; 	<p>Appointment Criteria:</p> <ul style="list-style-type: none"> • Normally will have served for a minimum of 6 years at rank of Assistant Professor at college or university level and have served full time at least 2 	<p>Appointment Criteria:</p> <ul style="list-style-type: none"> • Highest academic rank awarded only in cases of clear and sustained records of exceptional quality. Rank is in recognition of attainment

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> Demonstrate current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishment in these areas. 	<p>years at TWU at the rank of Assistant Professor;</p> <ul style="list-style-type: none"> Demonstrated significant contributions in teaching, advising, or other instructional activities; scholarship, research and/or other creative activities; and university, professional, and community service. 	<p>rather than length of service;</p> <ul style="list-style-type: none"> Normally will have completed 6 years as Associate Professor at college or university level and served full time at least 4 years at TWU at the rank of Associate Professor; Demonstrated continuous and sustained meritorious achievements beyond the level of Associate Professor commensurate with assignments in areas of teaching, advising, or other instructional activities; scholarly research and/or other creative activities; and professional, university, and community service.
	<p>Teaching: Candidate must:</p> <ul style="list-style-type: none"> Demonstrate excellence in all aspects of teaching; Participate effectively in course development and evaluation; Obtain membership on the Graduate Faculty in Academic Components (AC) with graduate programs; Participate in student mentoring. 	<p>Teaching: Candidate must:</p> <ul style="list-style-type: none"> Demonstrate leadership in the development of academic programs; Maintain full membership on the Graduate Faculty, in Academic Components (AC) with graduate programs; Model effective teaching for other faculty.

Assistant Professor	Associate Professor	Professor
	<p>Scholarship and Other Creative Activities:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in research and creative activities individually or as a member of a team; • Disseminate the results of scholarly/creative work in peer-reviewed forums; • Seek internal or external funding, as appropriate to the field. 	<p>Scholarship and Other Creative Activities:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Document a sustained program of research and/or creative activities individually or as a member of a team; • Seek and/or secure internal or external funding, as appropriate to the field; • Model research/creative mentorship for colleagues.
	<p>Service:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college and university; • Demonstrate leadership within the AC and college; • Demonstrate active involvement in professional and/or community organizations; • Participate in student recruitment and/or academic advising as appropriate to the AC. 	<p>Service:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership within the university; • Demonstrate leadership within professional and/or community organizations.

E. Table 3: Standards for Clinical Faculty Appointments and Promotions

1. TWU supports numerous professional programs that prepare students to become clinicians at the doctoral, master’s, and

baccalaureate levels. This level of professional preparation requires that some faculty be excellent clinicians and educators with a significant responsibility to both roles. The clinical designation may be used for faculty who are primarily engaged in clinical education, clinical practice, and/or supervision of clinical students. Scholarship and service commensurate with appointment rank are expected. Development of an independent research program is not essential; however, scholarship activities are expected to contribute to course content and relevancy, pedagogy, addressing professional issues, or program development including evidence-based practice.

2. 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 being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion must also satisfy the applicable component requirements.

Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>Appointment Criteria:</p> <ul style="list-style-type: none"> Initial appointment determined by candidate's record of contributions commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research, and/or creative activities; and 	<p>Appointment/ Promotion Criteria:</p> <ul style="list-style-type: none"> Initial appointment or promotion to rank determined by candidate's record of significant contributions commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, 	<p>Appointment/ Promotion Criteria:</p> <ul style="list-style-type: none"> Initial appointment or promotion to rank determined by candidate's record of significant contributions commensurate with assignments in areas of teaching, mentoring, or other instructional activities; scholarship, research and/or creative activities; and university, 	<p>Appointment/ Promotion Criteria:</p> <ul style="list-style-type: none"> Initial appointment or promotion to rank determined by candidate's continuous and sustained meritorious performance commensurate with assignments in teaching, mentoring or other instructional activities; scholarly research or creative activities; and university, professional, and

Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
<p>university, professional, and community service;</p>	<p>research and/or creative activities; and university, professional, and community service;</p>	<p>professional, and community service;</p>	<p>community service;</p>
<ul style="list-style-type: none"> • Completion of appropriate master's degree in the discipline and/or licensure in the discipline; • Minimum of 2 years of clinical experience; • Minimum of 1 year of teaching experience in clinical area(s) of expertise preferred. ** 	<ul style="list-style-type: none"> • Completion of appropriate master's degree and/or licensure in the discipline; • Minimum of 4 years of clinical practice; • Minimum of 2 years of teaching experience in the clinical area(s) of expertise preferred; ** • Normally candidate will have served full time a minimum of 2 years at the rank of Clinical Instructor and will have served at least 1 year at TWU. 	<ul style="list-style-type: none"> • Completion of appropriate master's degree and/or licensure in the discipline • Enrollment in or completion of appropriate terminal degree or meeting advanced criteria as defined by the AC; • Minimum of 6 years of clinical practice and national certification in a specialty area as defined by AC; • Minimum of 4 years of teaching experience in clinical area(s) of expertise preferred; ** • Normally, candidate will have served full time minimum of 4 years at the rank of Assistant Clinical professor and will have served full time a minimum of 2 years at TWU. 	<ul style="list-style-type: none"> • Completion of appropriate master's degree and/or licensure in the discipline • Completion of appropriate terminal degree or meeting advanced criteria as defined by the AC; • Minimum of 7 years of clinical practice and national certification in a clinical specialty area as defined by AC; • Minimum of 6 years of teaching experience in clinical area(s) of expertise preferred;** • Normally, candidate will have served minimum of 6 years full-time at the rank of Associate Clinical Professor and will have served full

Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
			time a minimum of 4 years at TWU.
	<p>Teaching:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Maintain current clinical expertise in teaching area(s); • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation; • Participate in recruitment and mentoring of students. 	<p>Teaching:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Obtain/maintain assistant/associate/full membership on Graduate Faculty, in ACs with graduate program ; • Model effective teaching to other faculty • Serve as content expert on professional papers/projects, as appropriate. 	<p>Teaching:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate leadership in development of academic programs; • Mentor other faculty in effective teaching; • Serve as content expert on professional papers/projects and/or thesis/dissertation committees, as appropriate.
	<p>Scholarship and Other Creative Activities:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Share clinical expertise with colleagues and/or students in clinical settings; • Demonstrate evidence of clinical 	<p>Scholarship and Other Creative Activities:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor UG/grad students in clinical area of expertise; • Disseminate results of scholarly/creative work. 	<p>Scholarship and Other Creative Activities:</p> <p>Candidate must:</p> <ul style="list-style-type: none"> • Mentor colleagues in area of scholarship/clinical expertise; • Disseminate results of scholarly/creative work in peer-reviewed forums.

Clinical Instructor	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
	expertise/ evidence-based practice.		
	Assistant Clinical Professor	Associate Clinical Professor	Clinical Professor
	Service: Candidate must: <ul style="list-style-type: none"> • Contribute in positive way to mission of the AC, college and university; • Demonstrate active involvement in professional and/or community organizations; • Participate in recruitment of students. 	Service: Candidate must: <ul style="list-style-type: none"> • Demonstrate involvement within AC and college, and/or university; • Participate in student recruitment and/or academic advising as appropriate to the AC. 	Service: Candidate must: <ul style="list-style-type: none"> • Demonstrate leadership within the AC, college and/or university; • Demonstrate leadership within professional and/or community organizations.

** Clinical practice may substitute for teaching experience for persons appointed as clinical faculty at the discretion of the dean.

F. Table 4: Standards for Lecturer Appointments and Promotions

1. The instructional function of the university requires lecturers who can effectively communicate the content of the current body of knowledge and latest research results in the classroom and other learning environments. In addition, some lecturer faculty may participate in undergraduate and graduate projects, and may serve as content experts on master’s and doctoral committees. Lecturers are not eligible for tenure.
2. Since teaching is an essential part of a lecturer 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. Development of an independent research program is not essential; however, scholarship activities are expected to contribute to course content and relevancy, pedagogy, addressing professional issues, or program development. 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 being appointed or promoted are expected to continue to meet the criteria for each of the previous rank(s) as well as the rank currently held. Faculty members applying for promotion must also satisfy the applicable AC requirements.

Lecturer I	Lecturer II	Senior Lecturer
<p>Appointment Criteria</p> <ul style="list-style-type: none"> • Initial appointment determined by candidate's record of contributions commensurate with assignments in areas of teaching or other instructional activities; scholarship, research, and creative activities; and university, professional, and community service; • Ordinarily requires completion of a master's degree and/or certification in discipline. 	<p>Appointment/ Promotion Criteria</p> <ul style="list-style-type: none"> • Initial appointment or promotion determined by candidate's record of contributions commensurate with assignments in areas of teaching or other instructional activities; scholarship, research, and/other creative activities; and university, professional, community service; • Completion of a master's degree and/or certification in the discipline; • Ordinarily have a minimum of 4 years of teaching experience at the rank of Lecturer I in the area of content expertise. Normally, will have at least 2 of the 4 	<p>Appointment/ Promotion Criteria</p> <ul style="list-style-type: none"> • Initial appointment or promotion determined by candidate's record of contributions commensurate with assignments in the areas of teaching or other instructional activities; scholarship, research, and/other creative activities; and university, professional, and community service; • Completion of a master's degree and/or certification in the discipline; • Ordinarily have minimum of 4 years of teaching experience at the rank of Lecturer II in the area of

Lecturer I	Lecturer II	Senior Lecturer
	years of teaching at the rank of Lecturer I at TWU.	content expertise. Normally will have completed at least 2 of the 4 years of teaching at the rank of Lecturer II at TWU.
	<p>Teaching: Candidate must:</p> <ul style="list-style-type: none"> • Demonstrate excellence in all aspects of teaching; • Participate effectively in course development and evaluation; • Obtain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs; • Share content expertise on professional paper/project committees, as appropriate. 	<p>Teaching: Candidate must:</p> <ul style="list-style-type: none"> • Maintain Assistant/Associate/Full membership on the Graduate Faculty, in ACs with graduate programs; • Share content expertise on thesis/dissertation committees, as appropriate; • Mentor students in content area(s) of expertise.
	<p>Scholarship and Other Creative Activities: Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with students; • Disseminate results of scholarly or creative works through professional presentations at local or state level and/or through scholarly or professional publications. 	<p>Scholarship and Other Creative Activities: Candidate must:</p> <ul style="list-style-type: none"> • Share content expertise with colleagues; • Disseminate results of scholarly or creative works through professional presentations at regional or national level and/or through scholarly or professional publications; • Obtain and maintain national certification in

Lecturer I	Lecturer II	Senior Lecturer
		content area, as defined by the AC.
	<p>Service: Candidate must:</p> <ul style="list-style-type: none"> • Contribute in a positive way to the mission of the AC, college, and university; • Participate in AC, campus and/or college task forces or committees; • Participate in student recruitment and/or academic advising as appropriate to the AC; • Demonstrate active involvement in professional/community organizations. 	<p>Service: Candidate must:</p> <ul style="list-style-type: none"> • Serve in a leadership role on department, AC, or college committees and/or task forces; • Demonstrate leadership in professional/community organizations.

VIII. Tenure

A. Regular faculty contracts at TWU are of four types: tenured, tenure-track, clinical, and lecturer. 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 they are in the probationary period. Clinical and lecturer 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/Vice President for Academic Affairs (VPAA), and each contract indicates whether the appointment is tenured, tenure-track, or term status. In the case of joint appointments, the faculty member will be evaluated in the component where the majority of time is spent; if time is spent equally, the faculty member may choose the component. The AC administrator of the unit not conducting the review will provide input to either the PRC or AC administrator completing the first level of review.

- B. 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 below under “Limitations to Continued Tenure.” Tenure shall be held in the University with appointment in an AC. TWU tenure regulations and procedures conform to the high standards expected at leading institutions of higher education.

IX. Eligibility to Apply for Tenure

- A. To be eligible to apply for tenure, one must be employed full time as a faculty member and/or academic administrator and hold the rank of Assistant Professor, Associate Professor, or Professor.
- B. A Chancellor and President or other academic administrator who will hold faculty rank in an AC will be evaluated as a candidate for tenure by the AC peer review committee (PRC). If a candidate for administrative appointment is approved by the AC PRC, immediate tenure may be granted.
- C. Persons holding clinical, lecturer, adjunct, interim, emeritus, visiting, and/or part-time appointments; research ranks; artists-in-residence; writers-in-residence; designers-in-residence; or other professionals-in-residence do not earn credit toward tenure.
- D. Regulations and procedures concerning the granting of tenure apply only to full-time faculty members in service of the University.

X. Probationary Appointment

- A. 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 on evaluation of professional qualifications and performance.
- B. Notice of non-reappointment of a tenure-track faculty member during the probationary period must be given in writing:
 - 1. Not later than March 1 of the first full year of probationary service if the appointment expires at the end of that academic year;
 - 2. Not later than December 15 of the second consecutive academic year of probationary service if the appointment expires at the end of that academic year;
 - 3. Not later than August 1 preceding the faculty member’s last academic year of service for the tenure-track faculty member with two or more academic years of employment at TWU. The contract for the last academic year of service is a terminal contract.

- C. The probationary period at TWU may not exceed seven years without written approval by the Provost/VPAA. 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 when a faculty member is employed by TWU after probationary service with documented productivity on faculties of other institutions of higher learning provided this agreement is approved by the Provost at the time of initial appointment. 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 AC.
- D. Time spent on a paid or unpaid leave of absence shall not be counted toward the probationary period of service unless the Provost/VPAA 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 and in the tenure portfolio.

XI. Mandatory Third-year Review of Tenure-track Faculty Members

- A. Tenure-track, probationary faculty will receive a written review of their progress toward tenure, generally in the 3rd year of a six-year probationary period (adjusted for shorter probationary periods) concurrent with the periodic performance review (PPR).
- B. The third-year review is a formative evaluation process with the goals of:
 - 1. Assessing the faculty member's progress toward tenure,
 - 2. Informing the faculty member of the assessment outcome and developing a formative plan to enhance the prospects for tenure, and
 - 3. Informing the dean of the assessment outcomes and formative plan.
- C. Third-year reviews of probationary faculty are conducted according to the established criteria for promotion and/or tenure in the AC. External evaluations normally are not obtained.
 - 1. The process will occur at the AC level and will include the candidate, the AC PRC, the AC administrator, and the college dean.
 - 2. Timing: Periodic performance review (PPR) materials will be submitted electronically according to the PPR calendar.
 - 3. Using the third-year review findings, the AC administrator and the candidate will formulate a plan of action to address any areas of concern associated with meeting criteria for tenure and promotion.

The faculty member may request the participation of the PRC in development of the plan of action.

4. After the review, the AC administrator will submit the assessment and recommended plan to the college dean.
5. During performance review years 4 and 5, the AC administrator will evaluate the candidate's progress in achieving the goals of a plan of action, if developed.

D. The process for the Year 3 PPR (See URP 02.346: Faculty Periodic Performance Review and Evaluation) will include the above pre-tenure review.

XII. Criteria for Tenure

In considering the award of tenure, Texas Woman's University seeks to recognize professional achievement in the areas of teaching, scholarship, and service. Each case is evaluated on its own merits in relation to the criteria and in the context of the needs and plans of the AC and the University. Faculty evaluation is the exercise of professional judgment at multiple levels regarding the quality of faculty work that is shaped by objective data. When making a recommendation for tenure, an AC affirms that the candidate meets the criteria for Associate Professor or Professor, as applicable, and has demonstrated the potential for sustained contributions. A recommendation to confer tenure must be supported by strong evidence of the high quality and distinctiveness of a candidate's work and degree of influence on the field. When tenure is awarded, the continuation of high-quality performance is expected. Exceptions to these criteria, while possible, will be rare. Tenure is never granted automatically to any candidate who enters or completes the probationary period.

XIII. Conditions under Which the Tenure Clock May Be Stopped or an Extension Granted

A. A longer tenure-track probationary period is allowable under two conditions: An extension or stopping the tenure clock. The Provost/VPAA may grant an extension of no more than one year to the probationary period under extenuating circumstances. In addition, the following situations may justify stopping the tenure clock for no more than one year:

1. Childbirth or adoption
2. University-approved leaves of absence
3. Military leave of absence or active-duty participation through involuntary induction or activated reserve unit (Compliance with applicable law may require periods longer than one year.)

- B. A tenure-track faculty member who believes that personal circumstances merit a longer tenure-track probationary period may make a written request to her or his AC administrator specifying the reasons and including supporting documentation. Requests should be made at the time that circumstances warrant but not later than the end of the spring semester before the faculty member's sixth year of full-time probationary service.
- C. A recommendation concerning a longer tenure-track probationary period is made to the Provost/VPAA by the AC administrator and dean. The Provost/VPAA determines whether to grant the longer probationary period after considering the faculty member's written request, the supporting documentation, and the recommendations of the AC administrator and dean.
- D. Standards for tenure are not altered because of a longer probationary period. Scholarship accomplished during an extension or a stop in the tenure clock is counted as part of a candidate's probationary record.

XIV. Limitations to Continued Tenure

- A. When tenure has been granted, a faculty member shall remain in the continuing employment of the University unless one of the following occurs:
 - 1. Termination for cause with due process;
 - 2. Voluntary retirement or an appointment on a modified retirement plan;
 - 3. Resignation;
 - 4. Termination as a result of bona fide financial exigency or program termination or reduction; or
 - 5. Inability to fulfill the terms and conditions of the appointment due to physical or mental incapacity as determined by Human Resources.
- B. Continued tenure is also subject to TWU URP 02.348: Post-Tenure Review.

XV. Termination of a Tenured Faculty Member as a Result of Bona Fide Financial Exigency or Program Termination

A tenured faculty member affected by bona fide financial exigency or program termination or reduction necessitating a reduction in staff shall be given the opportunity for reappointment in a related area if the faculty member is qualified professionally to serve in such area and such a position is available. 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 5 years.

XVI. Promotion and Tenure Review Process

A. Training

The University will make appropriate orientation and training available to each participant in the promotion and tenure process. Each participant is expected to engage in training and conduct his/her role in the review process with integrity. Training for reviewers at all levels is mandatory.

B. Establishment of Academic Component Standards

The regular full-time faculty in each AC will develop specific criteria to evaluate performance and productivity in compliance with university promotion and tenure standards. The AC criteria must be at least as stringent as university standards. These are reviewed and approved by the (1) AC administrator, (2) college dean, (3) Faculty Evaluation and Development Committee [FEDC], (4) University Promotion and Tenure Committee, and (5) Provost/VPAA. When appropriate, separate criteria may be developed at the program level. Once approved, the criteria remain in effect until the URP is revised or the AC initiates changes, which must be reviewed and approved by the process above.

C. Submission and Review of Portfolio

1. The submission of a candidate's portfolio will follow the university calendar for promotion and tenure review and comply with established procedures. The candidate's portfolio will be closed at the time of submission; no new materials may be added to the main body of the portfolio, with two exceptions:
 - a. The candidate may submit, for placement in the portfolio, relevant "update" information that verifies a change in status of achievements referenced in the portfolio to the PRC chair. 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.
 - b. The AC administrator will add evaluations from external reviewers to the portfolio prior to the PRC review of the portfolio.
2. After each step of the review, the candidate will receive a written report. The candidate may submit a written 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.

3. 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.

D. External Review Process

1. Application for tenure and/or promotion to Associate Professor or Professor requires external review of a candidate's record of scholarship and service to the profession. This requirement does not apply to non-tenure track promotion applications.
2. External reviewers should be tenured university faculty members of at least the same rank as the rank for which the candidate is being considered with a recognized record in the candidate's discipline. When appropriate, some reviewers could be professionals with a recognized record in non-university positions in the candidate's field. In general, no conflict of interest should exist. Examples of conflict of interest may include but are not limited to:
 - a. Being employed by TWU at the same time as the candidate
 - b. Being a former professors of or co-workers (in the same institution, joint program, consortium, etc.) with the candidate
 - c. Having co-authored professional papers with the candidate
 - d. Having worked together on teaching, scholarship, or service projects with the candidate.
3. Relatives, current students, or former students of the candidate are ineligible to serve as external reviewers.
4. 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.
5. Each candidate will submit a rank-ordered list of three qualified external reviewers to the AC PRC. Candidates may also submit a list, with justifications, of persons who may pose a conflict and whom they would prefer TWU not contact. The AC PRC will generate a second rank-ordered list of three additional qualified

external reviewers. Each list will include all necessary contact information.

6. Prior to soliciting external reviewers, the academic component administrator should discuss any relationships with potential external reviewers with the candidate. When questions about the appropriateness of a proposed external reviewer or exceptions arise due to unusual circumstances, the decision will be made by the college dean.
7. The AC administrator will select one name from each list and contact the individual with a request to serve as a reviewer. Should a selected reviewer decline to serve, the AC administrator will contact other qualified external reviewers from the lists submitted to secure two external reviewers.
8. External reviewers will be given copies of the candidate's curriculum vitae, workload reports, examples of scholarship, and the candidate's narrative statements regarding accomplishments in teaching, scholarship, and service. External reviewers will also receive a copy of the AC and university promotion and tenure criteria. External reviewers will be asked to provide informed objective evaluations and comment on the quality, significance, and impact of the candidate's scholarship and service to the profession. External reviewers are also asked to provide a copy of their CVs and confirmation that no conflict of interest exists. No honoraria will be paid to external reviewers. The dean of the college, however, will send a letter of appreciation to all external reviewers.
9. The AC administrator will place the evaluations from the external reviews and the external reviewer's CV in the candidate's portfolio prior to the PRC review. External review letters are not shared with the candidate.

E. Academic Component Peer Review Committee (AC PRC)

1. Each AC shall have a PRC constructed according to the guidelines in *URP 02.346: Faculty Periodic Performance Review and Evaluation*. The role of the PRC in the tenure and promotion process is to review a candidate's portfolio and make a recommendation according to university standards and AC criteria for promotion and tenure. All deliberations in the PRC are to be kept in strict confidence.
2. The PRC chair shall submit the committee's final report, including rationale for recommendations, and any minority reports regarding promotion and tenure to the AC 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 any minority reports, will go to the candidate.

F. Academic Component Administrator Review

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

G. College Dean Review

The dean shall review the portfolio and recommendations from the PRC and the AC administrator and prepare a written recommendation 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 recommendation will go to the candidate, the chair of the PRC, and the AC administrator.

H. University Promotion and Tenure Committee Review

1. 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 AC criteria for promotion and tenure criteria have been met by each candidate.
2. The University Promotion and Tenure Committee will be composed of 11 tenured voting members. Representation will be as follows:
 - a. College of Arts and Sciences—3
 - b. College of Health Sciences—3
 - c. College of Nursing—2
 - d. College of Professional Education—2
 - e. College of Business – 1
3. Every third fall, the allocation of representatives will be reviewed. The allocation is determined by the percentage of the

faculty appointed in each college. Every college will have at least one member.

4. When promotion applications from clinical and lecturer faculty are considered, one clinical or lecturer faculty from each college will serve on the University Promotion and Tenure Committee, for a total of 16 members.
5. All tenured faculty members elected to serve on the University Promotion and Tenure Committee must be full-time with a minimum of 2 years of experience at TWU. At least one tenured member from each college will be a Professor. Committee members will be elected for staggered 3-year terms and may serve no more than two consecutive terms.
6. The clinical/lecturer faculty members elected to serve on the University Promotion and Tenure Committee must be full-time with a minimum of 6 years of experience at TWU and hold the rank of at least Associate Clinical Professor/Lecturer II. Committee members will be elected for staggered 3-year terms and may serve no more than two consecutive terms.
7. An elected member may not serve during the year when he/she is 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. In addition, a faculty member may not serve during a year in which he/she is subject to either an informal plan to address a rating of Performance Needs Improvement or a professional development plan to address a rating of Ineffective Performance.
8. 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:
 - a. All full-time regular faculty members shall have an opportunity to nominate individuals to serve. Qualified faculty may self-nominate.
 - b. All nominees must agree to be placed on the ballot.
 - c. Balloting must be by written, secret ballot.

- d. The dean's office is responsible for counting the ballots and maintaining a separate list of faculty who voted in the election.
 - e. Election will be determined by plurality of votes. In the case of a tie vote, the election shall be determined by lot.
 - f. Elections must be conducted by the last Friday in September.
9. The chairperson of the University Promotion and Tenure Committee is elected by the committee and shall have completed 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.
10. 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 AC administrator, and the dean.

I. Provost/VPAA Review

The Provost/VPAA shall review the portfolio and 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 AC administrator, the dean, and the chair of the University Promotion and Tenure Committee shall be notified of the Provost/VPAA's recommendation.

J. Chancellor and President Review

1. Upon receipt of the portfolio and recommendations made at each level of review, the Chancellor and President shall prepare a recommendation for promotion and/or tenure to the Board of Regents. The candidate, the chair of the PRC, the AC administrator, the dean, the chair of the University Promotion and Tenure Committee, and the Provost/VPAA shall be notified of the Chancellor and President's recommendation.
2. 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 as described in *URP 02.350: Faculty Grievance, Review, and Appeal Processes*.

K. TWU Board of Regents Determination

The TWU Board of Regents, upon the recommendation of the Chancellor and President, is authorized to grant or deny tenure to faculty members who have been reviewed and recommended according to this policy.

L. Exceptions and/or Extenuating Circumstances

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

REVIEW

This policy will remain in effect and published until it is reviewed, updated, or archived. This policy is to be reviewed once every six years. Interim review may be required as a result of updates to federal and state law or regulations, Board of Regents policies, or internal processes or procedures.

REFERENCES

American Association of University Professors. Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments (<http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>).

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate. Carnegie Foundation.

TWU Research Mission Statement. (1990).

[URP 02.300: Academic Freedom](#)

[URP 02.330: Faculty Responsibilities, Standards of Conduct, and Disciplinary Processes](#)

[URP 02.346: Faculty Periodic Performance Review and Evaluation](#)

[URP 02.348: Post-Tenure Review](#)

[URP 02.350: Faculty Grievance, Review, and Appeal Processes](#)

FORMS AND TOOLS

None

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