

APPENDIX E

TENURE AND PROMOTION POLICY

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Timeline for submission and review of T & P applications was approved by the faculty (04-19-09). Reported to the AAC (May 2009).

Revised and approved by the ACU faculty, reviewed by the Academic Affairs Committee of the Board of Trustees, and approved by the administration (Spring 2008) effective in Fall 2008. Comprehensive review of “Guidelines and Procedures” to occur every 5 years, no later than Fall 2013.

ACU Promotion, Tenure, and Post-tenure Review: Guidelines and Procedures

Abilene Christian University is a Christian community of learning seeking to engage all dimensions of human knowledge so as to build a world of peace and justice consistent with a Christian understanding of reality. As members of this community, the faculty of the university works actively in the discovery and dissemination of knowledge, the cultivation of socially useful practices, the mentoring of students as learners and doers, and the betterment of the communities beyond our campus. Faculty members strive to cultivate the Christian virtues of love, joy, peace, patience, gentleness, goodness, self-restraint, and faith in their own lives and relationships. They also work with colleagues to build the community of learning that the university aspires to be. They regard membership on the faculty as a calling contributing to the larger mission of God in the world.

The criteria for tenure and promotion in rank are for tenure-track faculty members and rest on these assumptions:

- Faculty members are active members of a congregation of the Churches of Christ.
- Because a faculty member's life as a Christian also includes time spent serving God and family, the university will respect the faculty member's need to balance professional, spiritual, family, and private life.

I. Annual Review

A. Description

The annual review is the heart of all faculty evaluations. When done well, the annual review prompts serious reflection by each faculty member and generates material that comprises part of subsequent major evaluations that need to be done.

The annual review is based on a faculty member's goals for the past academic year. Goals are stated in measurable terms relative to teaching effectiveness, scholarly/creative activity, and service; the annual review also addresses collegiality.

A faculty member's goals are expected to:

1. Fit within the broader context of departmental/school objectives
2. Complement the goals of their colleagues in achieving departmental objectives
3. Follow the general criteria for promotion and tenure.

Any additional departmental/school objectives are negotiated with the appropriate dean/director, the University Tenure and Promotion Committee, and the Provost to achieve the overall mission of the university.

B. Procedures

By June 1 of each year, the faculty member submits personal goals and objectives for the coming year. After the faculty member and chair agree on these goals, they become the criteria on which the subsequent annual review is based. Successful completion of annual goals should move the faculty member toward his or her goals of promotion.

By March 1 of the next year, the faculty member submits to the chair a short, reflective report of the previous year's activities and how well the stated goals were met. The chair completes a written evaluation of the faculty member. This evaluation includes assigning a performance level to each of the general evaluation criteria. The faculty member uses this feedback to write, in consultation with the chair, goals for the subsequent year. These are submitted by June 1, and the cycle continues.

Each annual review is submitted to the dean/director by April 1. The dean/director discusses the review with the appropriate chair, who communicates any reservations to the faculty member.

II. Criteria for Tenure and Promotion

A. Description

Tenure in the professoriate generally is associated with the preservation of academic freedom, and to some degree, economic security. It provides a framework for due process when a faculty member's teaching, scholarship, or service is challenged, particularly if a challenge is capricious. It affirms the individual faculty member's contributions to the institution and its broader constituency. It also verifies the institution's long-term commitment to the faculty member's pursuit of knowledge. The possibility of achieving tenure is seen as a hiring incentive to new, diverse faculty as they consider career alternatives. Finally, tenure is a part of the traditional university culture.

Tenure at ACU encompasses these criteria, but also implies a "goodness of fit." This "goodness of fit" is measured by an individual's commitment to the mission of the

university, by being an active member of the Church of Christ, and by his or her accomplishments in teaching, scholarly activity, service, and collegiality.

The best interest of tenure-track faculty members is served when they receive maximum information regarding expectations of tenure in terms of achievement at the university. Pre-tenure review is designed to help in this process.

Promotions should be based on professional preparation, performance of duties, and fidelity to the Christian purposes of the university. Promotion in rank depends on a faculty member receiving positive annual reviews and demonstrating a designated level of productivity and achievement.

B. General Criteria for Tenure and Promotion in Rank

The following general criteria apply in consideration for tenure and promotion in rank at Abilene Christian University. Each department/school may expand on these criteria and identify specific criteria and emphases for its discipline and relate them to the university, college, and departmental/school mission statements. The departments prepare examples of how faculty may meet the requirements for a given rank. The appropriate dean/director, the University Tenure and Promotion Committee and the Provost review the departmental/school criteria, negotiate revisions with the department/school and approve the criteria. The departmental/school criteria are assessed as the department/school undergoes program review every five years.

C. General Guidelines for Portfolios

The portfolio should address the four general criteria (teaching, scholarship, service, and collegiality).

The portfolio should include copies of the applicant's annual reviews, documentation of efforts toward each of the four criteria, reflective statements, etc.

Information and reflections should be concise and descriptive not encyclopedic. The portfolio should fit into a single binder.

Portfolios should 1) summarize the applicant's achievements, relying on representative, not exhaustive exhibits and 2) include goals, reflections, and self-evaluations. The portfolio should demonstrate a high level of reflection for each area, explaining how the faculty member has met the four general criteria.

The Adams Center contains additional resources for preparing portfolios.

1. Teaching Effectiveness

The effective instruction of students is the primary purpose of the university and is expected of every faculty member. The generally recognized qualities of effective teaching are:

Knowledge of the subject matter. The teacher who knows the subject matter has achieved the first condition for good teaching.

Ability to communicate. The teacher should possess skills of effective communication that are appropriate to the discipline and the objectives of courses being taught. The teacher should also exhibit genuine enthusiasm for the subject and a desire to share it with the students.

Self-reflection and improvement. The teacher should constantly work to improve his or her courses, experiment with new materials and methods of delivery, and keep current with the subject matter.

Interest in the student. The effective teacher takes an interest in students as individuals. The teacher is conscious that teaching also offers opportunities to help the student experience ethical and spiritual growth, understand the implications of the discipline in matters of faith, and develop a Christian philosophy of life.

The effectiveness of the faculty member's instruction will be documented in a portfolio. The portfolio could contain, but is not limited to, the following items:

- Syllabi
- Teaching assignments
- Student work samples
- Student evaluations
- Reflections on teaching philosophy and the integration of faith and learning
- Descriptions of new and/or innovative teaching methods
- Descriptions of advising and mentoring activities
- Unsolicited or solicited evaluations from former students
- Teaching awards or other recognition

2. Scholarship, Creativity, and Their Equivalents

For a university community, scholarship is important. Abilene Christian University expects that each faculty member will provide evidence (i.e., product) of his or her professional competence through scholarship and/or other creative activities appropriate to the discipline. The number and type of products may vary by discipline. Applicants should justify the number and type in their promotion materials.

Examples include, but are not limited to, the following items:

- Writing/obtaining grants
- Papers presented at conferences
- Pedagogical research
- Workshops and presentations
- Juried competitions
- Exhibitions or performances
- Peer reviewed articles
- Publications
- Scholarly and/or professional awards

3. Service

A faculty member's service is directly related to the university's mission statement. Service should grow out of his or her academic and professional commitments, as well as out of a generous understanding of Christian discipleship. Service may extend to the profession, the university or its constituent parts, the church, and/or the community.

Examples of service in any of these areas include, but are not limited to, the following items:

- Advisory and consultative positions
- Holding an office or chair
- Committee memberships and work
- Administrative responsibilities
- Student organization sponsorships
- Service awards

4. Collegiality

A consideration of collegiality is particularly appropriate at a Christian university and is given special attention when tenure is under consideration. Collegiality involves relationships within departments/schools, within colleges, and within the university. These interactions should support the mission and goals at each level of the institution.

Examples of collegiality include, but are not limited to, the following items:

- Sharing personal values and beliefs with other colleagues
- Being willing and open to new ideas
- Being considerate, sensitive, and caring of others
- Demonstrating tolerance for opposing opinions of colleagues
- Volunteering to help other colleagues with common academic tasks
- Participating in discussions about academic issues
- Participating in academic decision processes
- Fostering a sense of community and equality
- Demonstrating interest and cooperation across disciplines

Though wide consensus exists regarding the nature and appearance of collegiality in academic settings, it cannot be measured by rigid checklists or formal requirements. The portfolio and the letter from the department/school should address the collegiality of the applicant.

D. Specific Criteria for Tenure

The minimum requirements for tenure at Abilene Christian University are as follows:

1. The earned doctorate or appropriate terminal degree is required with rare exceptions.
2. A minimum of six years of university teaching experience, at least four of which are tenure-track at ACU, is required. (See tenure procedure on III. B. for application dates.)
3. Any exceptions must be specified in the contract letter at time of hire.
4. The faculty member should be recognized as an effective teacher. This is demonstrated by submission of a portfolio described under the general criteria for teaching effectiveness.

5. Scholarly and/or creative activities by the faculty member should be evidenced by items such as those listed under the general criteria for scholarship, creativity, and their equivalents.
6. The faculty member should document service activities such as those listed under the general criteria for service.
7. The faculty member should exhibit collegiality. A definition of this term and methods to demonstrate this characteristic are described in the general criteria for collegiality.

E. Specific Criteria for Promotion

Each academic department/school may define the specific criteria for the individual ranks consistent with the University requirements stated below. The university requirements for each academic rank are as follows:

1. Instructor

- An instructor must have a master's degree with a minimum of 18 graduate semester hours in the teaching discipline, with rare exceptions made for outstanding experience in the primary field.
- The faculty member must show promise of being an effective teacher and of continued professional growth.

2. Assistant Professor

- The earned doctorate or appropriate terminal degree is required with rare exceptions.
- The faculty member must show potential as an effective teacher and must show promise of continued professional growth in scholarly activity and service.

3. Associate Professor

- The earned doctorate or appropriate terminal degree is required with rare exceptions.
- A minimum of six years of university teaching experience, at least four of which are at the assistant professor level, is required unless specified in the contract letter at time of hire.
- The faculty member should be recognized as an effective teacher. This is demonstrated by submission of a portfolio described under the general criteria for teaching effectiveness.
- The faculty member demonstrates continued professional growth in scholarship, creativity, and their equivalents. Scholarly and/or creative

activities by the faculty member should be evidenced by items such as those listed under the general criteria for scholarship, creativity, and their equivalents.

- In addition to church involvement, the faculty member should demonstrate continued service to the profession, the university, the church, and/or the community. This is demonstrated by items such as those listed under the general criteria for service.

4. Professor

- The earned doctorate or appropriate terminal degree is required with rare exceptions.
- A minimum of four years of university teaching experience after achieving the rank of associate professor is required with rare exceptions.
- The faculty member should be recognized as an excellent teacher. This must be demonstrated by submission of a portfolio described under the general criteria for teaching effectiveness.
- The faculty member demonstrates sustained professional growth in scholarship, creativity, or their equivalent. Scholarly/creative activities by the faculty member should be evidenced by items such as those listed under the general criteria for scholarship, creativity, and their equivalents. The work must have influence beyond the ACU campus.
- In addition to church involvement, the faculty member should demonstrate that he or she is recognized as contributing sustained service to the profession, the university, the church, and/or the community.

III. Procedures for Tenure and Promotion

All colleges follow university procedures for application, approval, and appeal in matters of tenure and promotion. The University Tenure and Promotion Committee is a standing committee of the faculty composed of tenured faculty at the rank of professor recommended by the deans/directors to the Faculty Senate Committee on Committees. The Committee on Committees submits the names to the faculty for a vote, and the names are forwarded to the Provost for approval. Apportionment is based on full-time faculty by college. The role of the dean/director, University Tenure and Promotion Committee, and the Provost is: 1) to ensure that the department/school has faithfully and fairly executed the departmental/school guidelines for tenure and promotion, 2) that institutional promotion policy as detailed herein is upheld, and 3) to alert/notify the department /school of important information that might be missing from the promotion materials.

Recommendation or denial of promotion by any of these persons shall rest on these three tenets.

The timelines for promotion and tenure procedures are synchronized, because often a faculty member applies for both concurrently. However, a faculty member may apply for tenure and promotion in separate years.

A. Pre-Tenure Procedure

A faculty member pursuing tenure should begin the process with pre-tenure review. Pre-tenure is a formative process. The purpose is to provide the faculty member with thorough, clear, and accurate feedback regarding progress toward tenure.

1. Responsibilities of the Tenure-Track Faculty Member:

- Participate in the regular annual reviews during years one through three of service at the university.
- During the first or second year of service, begin preparing a pre-tenure/tenure portfolio with help from the Adams Center. In its early stages, the portfolio should be considered a “work-in-progress” rather than a polished document, a draft to build upon as the faculty member approaches the actual application process, usually in the sixth year of service.
- In the fall semester of the fourth year of service, submit the portfolio, addressing the four general criteria (i.e., teaching effectiveness, scholarly and/or creative activities, service, and collegiality).
- By September 9, the portfolio is made available for review to the department/school chair, the tenured faculty members in the department/school and the dean. If fewer than three departmental faculty members fit this description, the applicant, in consultation with his or her chair, chooses a suitable number of tenured faculty members to serve in the departmental/school review. Even though there may be a sufficient number of tenured faculty members in the department/school, the applicant may still choose a tenured faculty member from outside the department/school, in consultation with the department/school chair, to serve on this committee to provide additional feedback.
- By September 23, meet with the department/school chair, tenured departmental/school faculty members, and the dean of the college as a group to discuss the portfolio.
- By October 15, sign and return a copy of the letter from the department/school chair that summarizes the group’s assessment of the portfolio. Should the

faculty member question any portion of the summary letter, he or she should address those concerns to the dean in a letter.

2. Responsibilities of the Tenured Faculty Members:
 - Review the tenure-track faculty member's portfolio.
 - Meet with the tenure-track faculty member, the department/school chair, and the dean.

3. Responsibilities of the Department Chair:
 - Schedule a meeting with the tenure-track faculty member, tenured faculty members, and the dean to discuss and review the tenure-track faculty member's portfolio.
 - Write a letter to the faculty member that summarizes the group's assessment of the portfolio and addresses collegiality and send a copy to the dean.
 - a. The letter should include two levels of evaluation: 1) evaluation of the faculty member's *achievements* in teaching, scholarship, collegiality, and service and 2) evaluation of the *portfolio's quality*, including items such as content, length, organization, and clarity. (In other words, the letter should address both the *work* and the *documentation* of the work.) The letter should deal with deficiencies as perceived by the committee and the chair, but should be constructive with the aim of helping the faculty member to succeed when the material is presented to the tenure and promotion committee.
 - b. The letter should be reviewed, approved, and signed by all members of the faculty member's pre-tenure review committee as well as by the department/school chair.
 - If deficiencies are noted, prepare a professional development plan in consultation with the faculty member and submit a copy to the dean.

4. Responsibilities of the dean:
 - Meet with the tenure-track faculty member, the department/school's tenured faculty members and the department chair.
 - Sign and submit to the Provost the chair's summary letter, professional development plan if warranted, and any response by the tenure-track faculty member by October 15.

B. Tenure Procedure

The tenure-track faculty member may submit an application if he or she meets the minimum requirements in II.C. Faculty members may submit an application for tenure in the sixth year of service (tenure to be granted in the seventh year).

Experienced professors can apply for tenure in the fourth year of service rather than completing the pre-tenure process. (See II. C. 1. a & b for minimum qualifications and exceptions.) If tenure is not granted, the applicant may reapply. The last time the faculty member could submit a tenure application would be in the seventh year of tenure-track service (tenure to be granted in the eighth year). If tenure is not granted this final time, the eighth year of employment would be the faculty member's last.

The university allows tenure-track faculty members to “stop the tenure clock” in some cases, effectively extending the final date by which the faculty member must apply for tenure. Reasons for such an action may include pregnancy or family leave; personal trauma or illness; care for a parent, child, or spouse; unusual personal, academic, or administrative responsibilities; or extraordinary events beyond the faculty member's control that affect personal performance.

Assuming the faculty member meets one of the above stated reasons for stopping the clock, a written request must be submitted by the faculty member to the chair and the dean. The faculty member, chair, and dean will then negotiate stopping the clock, and in appropriate cases, the faculty member's request will be granted. Each “stop the clock” request that is approved will extend the tenure clock for twelve months. In most cases, the option to stop the clock will be limited to two instances, for a maximum of two years.

The process for tenure and the responsibilities of the tenure-track faculty member, tenured faculty members in the department/school, the chair, and the dean are the same as for pre-tenure review except for the differences noted below.

C. Promotion Procedure

The specific procedures for promotion application follow in table form.

D. Tenure and Promotion Dates and Procedures: Table

TABLE COORDINATING TENURE AND PROMOTION DATES AND PROCEDURES

DATE	TENURE	PROMOTION
	<p>A positive recommendation goes forward to the next level in either process. A negative response is communicated to the faculty member and all other parties involved up to this point in either process. The communication is in writing detailing the specific reason(s) for denial.</p>	
<p>September 9</p>	<p>By September 9, a faculty member initiates a request for tenure to the department/school chair.</p>	<p>By September 9, a faculty member initiates a request for promotion to the department/school chair.</p>
<p>September 23</p>	<p>The chair convenes a meeting of departmental/school faculty members who are tenured. If fewer than three departmental faculty members fit this description, the applicant, in consultation with his or her chair, chooses a suitable number of tenured faculty members to serve in the departmental/school review. Upon receiving an affirmative majority vote, the chair or the next most senior faculty member submits the applicant's materials along with a written summary supporting the recommendation. This recommendation is due in the college dean's or director's</p>	<p>The chair convenes a meeting of departmental/school faculty whose rank is equal to or above the one for which the faculty member is applying. If fewer than three departmental/school faculty members fit this description, the applicant, in consultation with his or her chair, chooses a suitable number of faculty members at the appropriate rank to serve in the departmental/school review. Upon receiving an affirmative majority vote, the chair or the next most senior faculty member submits the applicant's materials along with a written summary supporting the</p>

	<p>office by September 23. A negative response from the department/school is returned in written form to the faculty member.</p>	<p>recommendation. This recommendation is due in the college dean's or director's office by September 23. A negative response from the department/school is returned in written form to the faculty member.</p>
<p>October 15</p>	<p>The dean or director reviews the materials submitted by the department/school, confirms adherence to guidelines prepares a written statement supporting or denying the tenure application. If the dean supports the tenure application, the materials and written statement are forwarded to the University Tenure and Promotion Committee by October 15. If the application is denied, the dean informs the faculty member and chair.</p>	<p>The dean or director reviews the materials, confirms adherence to guidelines, and prepares a written statement supporting or denying the application for promotion. The dean may appoint an advisory committee to consult in the deliberation. If the application is denied, the dean informs the faculty member and chair. If the dean supports the application, the materials and written statement are forwarded to the University Tenure and Promotion Committee by October 15.</p>
<p>December 1</p>	<p>The University Tenure and Promotion Committee reviews the tenure materials and the dean's or director's statement. A positive recommendation (i.e., affirmative majority vote conducted by secret ballot) from the committee is forwarded in writing to the Provost by December 1. The T & P Committee will include a written statement of a</p>	<p>The University Tenure and Promotion Committee reviews the promotion materials and the dean's or director's statement. A positive recommendation (i.e., affirmative majority vote conducted by secret ballot) is forwarded to the Provost by December 1. The T & P Committee will include a written statement of a positive evaluation in the front of the</p>

	<p>positive evaluation in the front of the portfolio. Or, a written negative response goes to the faculty member with copies to the appropriate dean/director and the department/school chair.</p>	<p>portfolio. A negative recommendation goes to the faculty member with copies to the appropriate dean/director and the department/school chair.</p>
<p>January 2</p>	<p>A positive recommendation by the Provost is forwarded in writing to the President by January 2. Or, a written negative response goes to the faculty member with copies to the University Tenure and Promotion Committee, appropriate dean/director and the department chair.</p>	
<p>January 15</p>	<p>The President's decision, whether positive or negative, is communicated in writing by January 15 to the faculty member with copies to the Provost, University Tenure and Promotion Committee, appropriate dean/director and the department/school chair.</p>	<p>The Provost's decision is communicated in writing to the faculty member by January 15.</p>
	<p>APPEAL PROCEDURE</p>	<p>APPEAL PROCEDURE</p>
	<p>If a faculty member's request for tenure is denied at any level, any appeal must be made within two weeks of notification. The person or committee to whom the appeal is made must respond in writing within two weeks of the date the appeal is received.</p>	<p>If a faculty member's request for promotion is denied at any level, an appeal must be made within two weeks of notification. The person or committee to whom the appeal is made must address the appeal within two weeks of the date the appeal is received. An appeal can be</p>

		made only on the grounds that procedure was not followed or if important information was not considered.
	If a faculty member's request for tenure is denied at the departmental/school level, the faculty member may appeal to the dean/director.	If a faculty member's request for promotion is denied at the departmental/school level, the faculty member may appeal to the dean/director who forwards materials to the University Tenure and Promotion Committee.
	If a faculty member's request for tenure is denied at the dean/director level, the faculty member may appeal to the University Tenure and Promotion Committee.	If a faculty member's request for promotion is denied at the dean/director level, the faculty member may appeal to the University Tenure and Promotion Committee.
	If the University Tenure and Promotion Committee denies a faculty member's request for tenure, the decision may be appealed to the Provost.	If the University Tenure and Promotion Committee denies a faculty member's request for promotion or an appeal of the department/school's decision, the faculty member may appeal to the Provost.
	If tenure is denied at the Provost level, the faculty member may appeal to the President.	If the promotion is denied by the Provost, the promotion in question is returned to the University Tenure and Promotion Committee. The University Tenure and Promotion Committee, after consulting with the Provost, can override the Provost's denial by rendering a unanimous opinion in favor of the faculty member. If the

		<p>Provost still wishes to deny the promotion after a unanimous vote, an automatic appeal of that opinion will be forwarded by the University Tenure and Promotion Committee to the President on behalf of the faculty member.</p>
	<p>If tenure is denied by the President, a faculty member may appeal to the Academic Affairs Committee of the Board of Trustees. A committee of five tenured professors, two of whom shall be selected by the faculty member and two by the President with the fifth to be agreed upon by both the professor and the President, will hear the appeal and advise the Academic Affairs Committee. The decision of the Academic Affairs Committee is final.</p>	<p>If the President also denies the promotion after a unanimous vote by the committee, an automatic appeal will be made by the University Tenure and Promotion Committee on behalf of the faculty member to the Academic Affairs Committee of the Board of Trustees. The decision of the Academic Affairs Committee is final.</p>

IV. Post-Tenure Review

The process of post-tenure review focuses on and encourages the continued professional development of individual faculty members as it relates to teaching, scholarship, service, and collegiality. It also considers this development in light of individual interests and capabilities as well as the academic needs and objectives of the university. Post-tenure review is a formative, five-year, cyclical process that builds on the annual evaluations. On each fifth year anniversary following tenure, the faculty member participates in post-tenure review.

- A. Following receipt of tenure, a faculty member continues participation in the ongoing assessment of faculty performance, the annual review. The benefit of post-tenure

review, continued faculty development and enrichment, hinges on the effective, serious, and consistent application of annual reviews within each department/school of the university.

- B. Faculty should keep completed annual reviews on file for use in the post-tenure review process.
- C. At the completion of the spring term of the fifth year, the faculty member writes a 3-5 page summary review of his or her professional development over that time span. The factual bases of this summary are the five previous annual review documents, which are included with the summary review as evidence. The summary response should involve self-reflection, an assessment of developments and trends in the four evaluative criteria, and proposals for future initiatives in light of personal, professional, departmental/school, and university objectives. Consultation with the department/school chair is encouraged and anticipated. Anyone applying for promotion in the year of his or her post-tenure review may submit the promotion portfolio in lieu of post-tenure review.
- D. Upon completion of the summary review, the faculty member submits a copy of the summary review and five annual review documents to his or her department/school chair and dean. The department/school chair may submit a response to the summary review as well. The deadline for submission is Sept. 15 of the sixth year.
- E. Following careful review of the post-tenure material, the dean schedules a meeting with the faculty member to discuss professional development during the five-year period. These post-tenure review meetings must be held prior to annual review in the sixth year.
- F. After the meeting, the dean writes an evaluation letter that is given to the faculty member and kept on file in the department/school and the dean's office.
- G. The tenured faculty member addresses any concerns about the evaluation letter to the dean in writing.
- H. The cycle repeats.

V. Implementation

A. How implementation of the new T & P policy affects non-tenure track (NTT) faculty

1. Background

- a. Historically, non-tenure track faculty have played an important role at ACU, and they continue to do so today.
- b. NTT faculty often teach heavier loads, allowing tenured and tenure track faculty to pursue research and other professional activities.
- c. NTT faculty often are excellent teachers, bring valuable professional experience to the classroom, and are as deeply involved in service as their tenured and tenure track colleagues.
- d. NTT faculty tend to fall into one of three categories:
 - Faculty who lack the terminal degree, are relatively new to the campus, and whose role here may be fairly brief.
 - Faculty pursuing a terminal degree may be moved to tenure track upon degree completion, at which point they may pursue promotion under the standard criteria.
 - Faculty who will not receive a terminal degree but who have established a record of service that demonstrates a long-term commitment to the university and its mission.

2. Procedure for moving from non-tenure track to tenure track

Hiring letters should spell out whether a faculty member is tenure track or non-tenure track and under what conditions he or she may move in the future. In the absence of a pre-existing agreement, or if the faculty member desires to change his or her status, the procedures below will be followed.

- a. Both the faculty member and the position must meet the criteria for tenure track, namely:
 - The faculty member must have the appropriate terminal degree, with rare exceptions.
 - The position must be full-time.
 - The position must be ongoing, not temporary.
- b. During the annual review with the chair, the faculty member formally declares his or her desire to move to tenure track. A letter stating this desire will be drafted by the department/school chair and signed by the faculty member, chair, the appropriate dean, and the Provost to signify approval.
- c. The move to tenure track will become effective upon the renewal of the faculty member's contract, and the contract letter will define the new tenure track status and any relevant conditions of the position. The tenure clock will begin at this point.

B. Promotion options for non-tenure track faculty members

1. Eligibility:

Non-tenure track faculty with at least five years of full-time service on the ACU faculty as an instructor can apply for promotion to assistant professor upon the recommendation of their department/school chair. Multiple years of part-time service prior to full-time service may be counted on a 2:1 basis, but under no circumstances can a non-tenure track faculty member with fewer than three full-time years at ACU be eligible for promotion.

2. Application of promotion criteria:

- a. Non-tenure track faculty must meet essentially the same criteria for promotion as tenure track faculty. However, in considering criteria, the University Tenure and Promotion Committee will place slightly greater weight on quality of teaching and service and slightly less weight on research. The non-tenure track faculty member is understood to enhance the university's overall research achievement by standing in the gap and accepting heavier teaching and service assignments, thereby allowing tenured and tenure track colleagues to be professionally productive.
- b. Promotion from instructor to assistant professor for a non-tenure track faculty member will not be interpreted to require the terminal degree. Promotion from assistant professor to associate professor for a non-tenure track faculty member would be exceedingly rare, and requirements would be no less than the requirements for a person on tenure track.

C. Implementation of Post-Tenure Review

Post-tenure review will begin in Fall 2010. During the initial post-tenure review, faculty should submit all available annual reviews (may be fewer than five). During subsequent post-tenure reviews, faculty members should have five years of annual reviews in their post-tenure review.

D. How implementation of the promotion guidelines affect tenure track faculty hired prior to the fall semester of 1998:

Tenured faculty hired prior to 1998, or whose last promotion was approved prior to 1998, may have labored under the old guidelines until the new guidelines were passed. Thus, tenured faculty may confer with their chair and dean to determine whether they will

1. Use the new guidelines and procedures for their next application for promotion or
2. Use the performance percentages as designated in the 1997 Faculty Handbook:
 - 60% minimum/ 90% maximum teaching effectiveness
 - 10% minimum/ 40% maximum divided between research and professional service

Except for the designations of the percentages, the current criteria and processes will apply.

Once a faculty member in this category achieves promotion to the next rank, the new guidelines will apply in their entirety to all subsequent promotion and post-tenure review.

VI. EXPANSION OF CRITERIA AND EXAMPLES FOR TENURE AND PROMOTION

Department/School of _____ September ____, 2001

This template is to be used to provide expansion of criteria and additional examples for sections of “ACU Promotion, Tenure and Post-tenure Review: Guidelines and Procedures” as noted below.

II. B. General Criteria for Tenure and Promotion

Teaching Effectiveness

In addition to the criteria and examples provided in the “Guidelines and Procedures,” the department/school adds the following items:

- a.
- b.

Scholarship, Creativity, and Their Equivalents

In addition to the criteria and examples provided in the “Guidelines and Procedures,” the department/school adds the following items:

- a.
- b.

Service

In addition to the criteria and examples provided in the “Guidelines and Procedures,” the department/school adds the following items:

- a.
- b.

Collegiality

In addition to the criteria and examples provided in the “Guidelines and Procedures,” the department/school adds the following items:

- a.
- b.

II. C. Specific Criteria for Tenure

In addition to the minimum requirements for tenure provided in “Guidelines and Procedures,” the department/school adds the following items:

II. D. Specific Criteria for Promotion

In addition to the specific university criteria for each rank provided in the “Guidelines and Procedures,” the department/school adds the following items:

Instructor

- a.
- b.

Assistant Professor

- a.
- b.

Associate Professor

- a.
- b.

Professor

- a.
- b.