

DEPARTMENT OF ENGLISH, PHILOSOPHY AND MODERN LANGUAGES

WEST TEXAS A&M UNIVERSITY

Departmental Standards for Promotion and Tenure

Approved by EPML Faculty May 8, 2015

I) OVERVIEW

The standards below apply equally to all tenure track or tenured faculty. The general university standards for promotion and tenure are detailed in the *WT Faculty Handbook*, dated August 13, 2014 (referred to below as WTP&T). Further standards for faculty promotion and tenure, in alignment with WTP&P, are detailed in the Promotion and Tenure Standards outlined in the Sybil B. Harrington College of Fine Arts and Humanities Promotion and Tenure Standards, dated June 24, 2013 (referred to below as FAHP&T).

The EPML classifications, guidelines and standards below are in accordance with those outlined in WTP&T and with FAHP&T, as well as with those in the Annual Review of Faculty Performance (ARFP).

The EPML Departmental Standards for Promotion and Tenure are consistent with university policy and address the performance standards required by WTAMU.

II) TENURE REQUIREMENTS IN WTAMU FACULTY HANDBOOK (Aug. 13, 1014)

To be awarded tenure at West Texas A&M University, a faculty member must display excellence in teaching and a strong commitment to the intellectual growth of students, a high level of achievement in scholarly and/or creative contributions to the academic discipline as evidenced by external (outside the department) peer evaluators, a record of service to the university, the profession and/or the community, and an attitude of professionalism and collegiality that contributes to the professional reputation of the faculty member as well as the university.

Tenure consideration is available only for faculty employed in tenure-track faculty lines. Refer to WTP&T for further details on the eligibility of faculty members for promotion and tenure.

III) TENURE REQUIREMENTS SET FORTH IN COLLEGE OF FINE ARTS AND HUMANITIES PROMOTION & TENURE STANDARDS (June 24, 2013)

To be eligible for consideration for tenure and/or promotion, a candidate should show evidence of success in the categories of Instructional Responsibilities, Intellectual Contributions/Creative Works, and Professional Service. A tenure-track faculty member seeking promotion and/or tenure, or a tenured faculty member seeking promotion, is strongly encouraged to work with his/her department head to clearly define, articulate and outline departmental expectations regarding the promotion and tenure process.

IV) EVALUATION SCALE

The evaluation scale listed below is in accordance with WTP&T, FAHP&T and ARFP:

OUTSTANDING

Truly Exceptional level of achievement matched by few in the university

Annual Review of Faculty Performance Scale: 3.6 – 4.0

EXCELLENT

The level of achievement is well above normal expectations for full-time faculty in the department or college.

Annual Review of Faculty Performance Scale: 3.0 – 3.5

SATISFACTORY/EXCELLENT

The level of achievement is above expectations for full-time faculty in the department or college.

Annual Review of Faculty Performance Scale: 2.5 – 2.9

SATISFACTORY

The faculty member does what is required with effectiveness, but usually does not exceed expectations in all areas.

Annual Review of Faculty Performance Scale: 2.0 – 2.4

UNSATISFACTORY

The faculty member's performance ranks below expectations in most categories. The faculty member must improve performance in this area and should be given a written set of expectations for improvement.

Annual Review of Faculty Performance Scale: 0.0 – 1.9

V) PROMOTION CRITERIA

To be eligible for promotion to the rank of Associate Professor, a faculty member must be considered “Outstanding” or “Excellent” in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service (based on the definitions for each of these ratings in the ARFP). Faculty members with evaluations at any administrative level lower than “Satisfactory/Excellent” in any category of evaluation during the last two years in the tenure-track appointment shall not be considered eligible for promotion, unless the candidate demonstrates extenuating circumstances such as serious illness or other personal crises for such evaluations (WTP&T).

To be eligible for promotion to the rank of Professor, a faculty member must have served a minimum of four years in the rank of Associate Professor. The candidate must be considered “Outstanding” in at least one of the two evaluation categories of Instructional Responsibilities or Intellectual Contributions and “Excellent” in the other of these two categories and in the category of Professional Service (based on the definitions for each of these ratings in the ARFP). Faculty members with evaluations at any administrative level lower than “Excellent” in the appropriate categories of evaluation during the three years preceding their application for promotion shall not be considered eligible for promotion. Faculty members with evaluations lower than “Satisfactory/Excellent” in any category of evaluation during the last two years in the tenure-track appointment shall not be considered for promotion, unless the candidate demonstrates extenuating circumstances such as serious illness or other personal crises for such evaluations (WTP&T).

VI) TENURE EXPECTATIONS

An Assistant Professor must be considered "Outstanding" or Excellent" in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service based on the definitions for each of the ratings in the ARFP.

Faculty members are evaluated by their students, their peers, and by their department head each year. In determining a faculty member's annual ratings in the ARFP and in the department head's Continuation of Probationary Appointment during the time that the faculty member is an Assistant Professor, a holistic approach to evaluation is employed. While achievement is expected in all of the three categories of evaluation, it is the totality of a faculty member's accomplishments that are evaluated (FAHP&T).

A) EVALUATION CRITERIA FOR INSTRUCTIONAL RESPONSIBILITIES

According to FAHP&T, teaching is at the forefront of the College of Fine Arts and Humanities' mission. Consequently, Instructional Responsibilities is the area to which a faculty member devotes the most time in his/her contributions to the university. An EPML faculty member should continue to develop and maintain high standards in the classroom, in regular office hours, and in all curricular and program-related work at WTAMU.

To achieve a rating of "Excellent" in Instructional Responsibilities, an EPML candidate for promotion and tenure should:

- Demonstrate command and deep knowledge of the subject and/or model-appropriate modes of inquiry into the subject in his/her instruction and materials
- Demonstrate thorough preparation for scheduled classes
- Provide clear and detailed syllabi for all courses; clearly outline class policies, learning objectives, and expectations in keeping with university policy
- Provide clear instructions to the department head and students, in the event that a class must be canceled. Arrange appropriately scheduled make-up opportunities for students
- Provide timely and clear distribution of assignments
- Be available during scheduled office hours and by appointment, according to department policy
- Show eagerness to improve teaching through workshops, seminars, and consultation with peers
- Use newly designed course materials, including new anthologies or textbooks, technology and/or other innovative methodologies
- Remain willing to direct independent studies, senior-level work, and graduate-level work when appropriate
- Distribute university teaching evaluations as required by university policy
- Show a willingness to respond to peer, student, and administrative evaluations
- Take part in peer evaluations as advised by department head
- Treat students with respect and courtesy

B) EVALUATION CRITERIA FOR INTELLECTUAL CONTRIBUTIONS/CREATIVE WORK

Intellectual and creative contributions require work that can be documented, observed, examined and/or evaluated by others. This process involves scholastic or creative inspiration, research and application of the research, and results in a work that contributes significantly to the university community and to the professional community of the candidate's discipline.

Intellectual contributions in EPML can take the forms of researched, peer-reviewed articles or creative works, invited articles or creative works, oral presentations at conferences or symposia, book-reviews, essay-reviews, reference entries or performed readings. They may also take the form of organizing conferences/symposia, pedagogical publications, awards of grants or other forms of internal/external funding, applications for external grants, evaluation of external or professional grants and other means of intellectual involvement appropriate to the discipline. The department encourages and recognizes collaboration and co-authorship in scholarship and publication. EPML categorizes appropriate peer-reviewed intellectual contributions with more than one author as equivalent to sole-author scholarship.

EPML expects that at all levels of evaluation – the annual review, the third-year review, and the promotion and tenure reviews – the candidate will demonstrate a high quality of intellectual and creative work in pieces or activities recently completed, in work currently in progress, and in work that is planned for future research and/or creative endeavors.

EPML places the highest priority on articles, essays, and creative pieces that undergo external and documentable peer-review and it expects that, through publication in peer-reviewed journals or books, and through participation in national and/or international conferences, the candidate will develop a demonstrable trajectory of scholarly/creative work in his/her field that contributes to the discipline. Peer-review is essential, along with departmental evaluation, to assessing a candidate's quality of mind, likelihood for future scholarly and/or creative work, and dedication to continued intellectual engagement and productivity.

In assessing a candidate for promotion and tenure, the department considers documented acceptance dates, as well as publication dates.

To achieve a rating of “Excellent” in Intellectual Contributions/Creative Work, an EPML candidate for promotion and tenure should:

- Demonstrate active participation in the field and demonstrate expertise in that field or sub-field
- Submit and publish work in peer-reviewed publications, such as scholarly/creative journals and essay collections
- Demonstrate engagement in the field through such activities as books reviews, reference contributions, panel discussions, and manuscript and/or grant reviews
- Demonstrate active and continued submission of scholarly or creative work to journals, conferences, symposia, essay-collections, and other appropriate venues
- Articulate a research agenda with attention to past research, publication and participation in the field; show active engagement in current accepted/published/presented scholarly or creative work; and show a plan for future research and/or creative work
- Pursue, when appropriate, opportunities for internal and external funding and support

As a baseline, a candidate for promotion and tenure should produce a minimum of three accepted, peer-reviewed articles during the period under review, or an equivalent of peer-reviewed published material.

C) EVALUATION CRITERIA FOR PROFESSIONAL SERVICE

EPML recognizes Professional Service as the giving of a faculty member's time, professional expertise and talent to the department, the college, the university and the larger regional, national and professional communities. Professional Service pertains to the faculty member's role as an educator and/or expert in his/her discipline. EPML expects faculty to be active participants at all levels within the university, to be actively engaged at the professional level appropriate to the discipline, and it encourages faculty members to contribute to the larger community. Professional Service includes the faculty member's collaboration, communication, participation and professionalism (FAHP&T).

To achieve a rating of "Excellent" in Professional Service, an EPML faculty member seeking promotion and tenure should:

- Be an active participant in and/or leader on departmental, college and/or university committees. Attend and participate in student-related activities ceremonies, such as convocations and graduations
- Be an active participant in and member of professional organizations related to the faculty member's field and area of expertise
- When appropriate, provide time and expertise, for the purpose of civic engagement or learning
- Update professional files and *c.v.* as required by the department, college and university
- Take part in active advising with all assigned advisees; offer advice to students seeking assistance with academic planning and school work
- Be willing to serve as thesis advisor or second reader when asked
- Communicate in a timely way with advisees and prospective students
- Take an active part in search committees and the interview process
- Support students outside the classroom, in such activities as writing reference letters, attending extra-curricular events
- Contribute to the intellectual and creative work of the department and otherwise demonstrate investment in the development of an intellectual, creative, and professional community through such activities as reading groups, seeking out departmental/college/university colleagues for intellectual/creative engagement, hosting and engaging with invited speakers.
- Assist in the mentoring of new faculty and take part in peer reviews of teaching
- Regularly attend and participate in department and committee meetings

VII) POST-TENURE REVIEW GUIDELINES AND STANDARDS

As outlined in further detail in the *WTAMU Faculty Handbook* (August 13, 2014), all faculty members and academic administrators at WTAMU are evaluated for merit, promotion, tenure and/or post-tenure review. Faculty members are evaluated on the basis of Instructional Responsibilities, Intellectual Contributions and Professional Service.

All tenured faculty members with teaching and/or designated research responsibilities are eligible to be reviewed for post-tenure. The following are adapted from the guidelines for Post-tenure Review from the *WTAMU Faculty Handbook*. Faculty members should consult the *Faculty Handbook* for a complete listing of procedures and guidelines.

Post-tenure Review is initiated under any one of the following conditions:

A tenured faculty member **receives two consecutive “Unsatisfactory” evaluations in the annual evaluation of Instructional Responsibilities** on the “Annual Evaluation of Faculty Performance by direct supervisor” form; or

A tenured faculty member **receives two consecutive “Unsatisfactory” evaluations in the annual evaluations of Intellectual Contributions** on the “Annual Evaluation of Faculty Performance by direct supervisor” form; or

A tenured faculty member **receives two consecutive “Unsatisfactory” evaluations in the annual evaluations of Professional Service** on the “Annual Faculty Evaluation by Department Head” form; or

A tenured faculty member **receives two consecutive “Unsatisfactory” evaluations in the annual evaluations of some combination of the three areas of review** on the “Annual Faculty Evaluation by Department Head” form (e.g. an "Unsatisfactory" rating in Instructional Responsibilities followed the next year by an "Unsatisfactory" rating in Professional Service); or

A tenured faculty member requests post-tenure review. For example, an associate professor may request a review to help develop strategy to be promoted to full professor. Implementation of such strategies would be advisory rather than mandatory.

Nothing in the tenure review policy or any procedure relating to the policy removes or impacts the right of the University to proceed immediately to dismiss a faculty member for cause, including incompetence or failure to meet job responsibilities. The University has no requirement to first offer a faculty member the opportunity to participate in a remediation program before dismissal for cause.

Following the first “Unsatisfactory” evaluation in Instructional Responsibilities, Intellectual Contributions or Professional Service, the direct supervisor and faculty member are encouraged to meet face to face to identify specific deficiencies in performance and pursue activities designed to remediate said deficiencies.

Following the second “Unsatisfactory” evaluation Instructional Responsibilities, Intellectual Contributions or Professional Service, the direct supervisor will submit the evaluations to the Department Promotion and Tenure Committee for confirmation.

The Department Promotion and Tenure Committee will review the faculty member’s evaluations, vote to recommend/not recommend the faculty member’s participation in the post-tenure review development program and forward the recommendation to the next level according to promotion and tenure policies. Voting procedures (here and throughout the review) shall be the same as for the yes/no tenure vote in the University promotion and tenure policy (WTP&T).

Because faculty members need to know not only what standards apply in order to attain promotion and tenure, but because they also need to know what procedures and standards apply in a post-tenure review, EMPL Department Standards for Promotion and Tenure also includes specifics for an evaluation of “Unsatisfactory” in Instructional Responsibilities, Intellectual Contributions or Professional Service.

A) INSTRUCTIONAL RESPONSIBILITIES

In the area of Instructional Responsibilities, a rating of “Unsatisfactory” would be assigned to a faculty member who:

- Fails to provide a clear syllabus for scheduled classes
- Misses scheduled classes with no explanations or notifications
- Does not encourage student interaction
- Demonstrates no willingness to improve classes
- Rejects requests from colleagues to visit classes
- Disregards suggestions or opportunities for course improvement
- Does not hold posted office and demonstrates unwillingness to meet with students
- Fails to administer student evaluations
- Does not consult with colleagues or supervisors about improving teaching
- Has a rolling two year average (previous and current year of evaluation) CIEQ Instructor mean of 2.00 or lower

B) INTELLECTUAL CONTRIBUTIONS

In the area of Intellectual Contributions, a rating of “Unsatisfactory” would be assigned to a faculty member who:

- Does not seek out publication opportunities or other ways of advancing knowledge in the discipline
- Does not seek out opportunities for conferences or other means of keeping current in the field
- Demonstrates no ongoing research program
- Is not able to formulate a research program for the future
- Does not engage in activities that will lead toward scholarly publication or contribution
- Has no publication, conference or scholarly activity for a three-year period

C) PROFESSIONAL SERVICE

In the area of Professional Service, a rating of “Unsatisfactory” would be assigned to a faculty member who:

- Does not attend departmental meetings and functions
- Does not serve on department, college or university committees
- Neglects academic advising of students
- Does not participate in departmental interviewing and hiring of faculty members

**THE SYBIL B. HARRINGTON COLLEGE OF FINE ARTS & HUMANITIES
PROMOTION & TENURE STANDARDS**

(Approved by Tenured/Tenure Track Faculty, September 12, 2008; Revised August 25, 2010 &
June 24, 2013; May 7, 2015)

To be eligible for consideration for tenure and/or promotion, a candidate should show evidence of success in the categories of Instructional Responsibilities, Intellectual Contributions/Creative Works, and Professional Service that meets or exceeds the disciplinary standards set forth by the candidate's department. A tenure-track faculty member seeking promotion and/or tenure, or a tenured faculty member seeking promotion is strongly encouraged to work with his/her department head to clearly define, articulate, and outline departmental expectations regarding the **promotion and tenure process (refer to the West Texas A&M University Faculty Handbook, Annual Review of Faculty Performance, 12.99.99.W1/AA and 12.02.01.W1/AA** for operational policies regarding tenure and promotion and guidelines and procedures for processing promotion and tenure recommendations). The guidelines listed below are considered minimum criteria for consideration for promotion and/or tenure in the College of Fine Arts & Humanities.

Evaluation Scale

The scale for evaluation is found in Section III.D.1.4 of the *WTAMU Faculty Handbook* (pages 44 – 45).

Promotion Criteria

To be eligible *for Promotion to the Rank of Associate Professor*, a faculty member must be considered “Outstanding” or “Excellent” in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service based on the definitions for each of these ratings in the Annual Review of Faculty Performance. Faculty members with evaluations lower than “Excellent” must not be considered eligible for promotion and/or tenure. (Section 4.2)

To be eligible *for Promotion to the Rank of Professor*, a faculty member must have served a minimum of four years in the rank of Associate Professor. The applicant must be considered “Outstanding” in at least one of the two evaluation categories of Instructional Responsibilities or Intellectual Contributions and “Excellent” in the other of these two categories and in the category of Professional Service based on the definitions for each of these ratings in the Annual Review of Faculty Performance. Faculty members with evaluations lower than “Excellent” must not be considered eligible for promotion and/or tenure. (Section 4.3)

Tenure Expectations

An Assistant Professor must be considered “Outstanding” or “Excellent” in the evaluation categories of Instructional Responsibilities, Intellectual Contributions, and Professional Service based on the definitions for each of these ratings in the Annual Review of Faculty Performance. Faculty members with evaluations lower than “Excellent” must not be considered eligible for promotion and/or tenure (4.4.1)

Candidates for tenure who were employed at the rank of Associate Professor or (full) Professor must achieve the performance standards required for promotion to the rank that they presently hold to be eligible for tenure consideration. (4.4.2)

A tenure-track candidate who holds the rank of Associate Professor and who chooses to seek both the award of tenure and promotion to the rank of Professor may be awarded tenure even if promotion is denied. (4.4.3)

The process for an assistant professor becoming tenured as specified in 5.5.7 of the University’s Promotion and Tenure Policy indicates that a candidate must be recommended for promotion before being considered for tenure.

Faculty members are evaluated by their students, their peers, and by their department head each year. In determining a faculty member’s annual ratings and their application for promotion and tenure, a holistic approach is employed. While activity in each category is expected, it is the totality of a faculty member’s accomplishments that must be evaluated.

Evaluative Criteria

Instructional Responsibilities

Teaching is considered to be at the forefront of the College of Fine Arts and Humanities' mission. It is the area in which a faculty member devotes the majority of his/her time, talents and energy in contribution to the university and its students. A FAH faculty member should continuously make strides to develop and maintain high personal and professional standards in this aspect of his/her career at this university. Instructional Responsibilities should be given considerable weight in determining tenure and promotion at all levels.

Though departmental standards may vary, the College of FAH expects effective teachers to:

- demonstrate a command of the subject;
- be prepared for all scheduled classes;
- establish, communicate and respect policies, procedures, and learning objectives appropriate for the course as outlined in a distributed syllabus;
- distribute assignments that can effectively evaluate a student's performance in a manner appropriate for the degree of difficulty of the topic and course;
- be available to assist students outside of the scheduled class time;
- improve teaching by attending workshops, seminars and other venues aimed at teacher development; consult with peers, colleagues, and supervisors within and outside of the university to gather and share ideas concerning teaching;
- when appropriate, apply technology to enhance the scope and accessibility of the course;
- conduct and apply approved university measures of teaching evaluation such as student evaluations (e.g. the Alemoni scale—CIEQ) or other measures designated by the university);
- conduct self evaluations, peer evaluations, or annual evaluations by the respective department head.

Intellectual Contributions/Creative Works

Intellectual Contributions/Creative Works in the College of Fine Arts & Humanities involves scholarly work that can be documented by its creator and observed, examined and/or evaluated by others and encompasses many forms of scholarly achievement and artistic creativity not common to other disciplines. Intellectual Contributions or Creative Works are the result of a process that demands scholastic and/or creative inspiration, research, the application of that research, scholastic and/or creative ingenuity, and results in a work that contributes significantly to the university community and beyond.

Though departmental standards may vary, the College of Fine Arts and Humanities recognizes, but does not restrict, the following activities as constituting Intellectual Contributions/Creative Works:

- Intellectual contributions/Creative Works can take the forms of research, artistic production and/or performance writing, oral presentation, design, public exhibitions of scholarly and/or creative activity, the criticism or review of a published, exhibited or performed work, or a form appropriate to a specific discipline.
- Intellectual Contributions/Creative works include pedagogical publications, particularly those concerned with the scholarship of teaching and learning
- Grants or other forms of external funding for the research and production of Intellectual Contributions/Creative Works are highly encouraged; moreover, compensation to the creator for his/her work is allowable;
- Intellectual Contributions/Creative Works should be reviewed, juried and/or auditioned by peers;
- Intellectual Contributions/Creative Works delivered by a faculty member who has been invited to participate in a form of Intellectual Contributions/Creative Work based on her/his acknowledged professional competency is considered and evaluated in the same way as work that was juried or peer reviewed;
- Intellectual Contributions/Creative Works documentation and/or participation must occur in one or more of the following form(s): publications, portfolios, peer reviews, performances, compositions, books, exhibitions, the presentation of papers, the conducting of workshops in area of expertise, panel discussions, evaluating grant applications on behalf of other entities, serving as a scholarly reviewer for professional publications and/or presentations, and other means appropriate to the discipline as set forth by the department.
- Intellectual Contributions/Creative Works can be produced by an individual or in collaboration with others

A faculty member must provide consistent evidence of annual and ongoing Intellectual Contributions/Creative Works in compliance with departmental standards.

Professional Service

The College of Fine Arts & Humanities recognizes professional service as the giving of one's time and talents for the benefit of the university, civic, and professional communities. Professional Service pertains directly to the faculty member's role as educator and/or expert in his/her discipline.

Departmental standards define and clarify the expectations of professional service in all areas within one's specific discipline:

- Professional Service to the college means the faculty member is an active participant and/or leader on departmental, college and/or university committees.
- University service also includes attendance and participation in student-centered activities, organizations and ceremonies encouraging and/or recognizing student achievement.
- Service to the profession means that the faculty member is an active participant and/or leader in professional organizations or associations pertaining to the individual's area of expertise.
- Professional Service to the community means that a faculty member gives of his/her time and/or talents for the benefit or enlightenment of a civic group whether compensated or uncompensated.
- Professional service includes the faculty member's collaboration, communication, participation and professionalism.

