

# Abilene Christian University

## Faculty Handbook

Revisions to the Faculty Handbook confirmed on 15 February 2021

William M. Carroll III, Ph.D., chair, Faculty Senate (2020-21)

A handwritten signature in black ink, appearing to read 'W. M. Carroll III', written in a cursive style.

Robert Rhodes, Ph.D., Provost

A handwritten signature in black ink, appearing to read 'R. Rhodes', written in a cursive style.

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# **CHAPTER ONE**

## **FACULTY MISSION AND RESPONSIBILITIES**

### **PART ONE: FACULTY MISSION**

We, the faculty of Abilene Christian University, consider ourselves a community of Christian scholars dedicated to equipping our students to live integrated, Christ-centered lives of service and leadership as we follow the ACU Mission.

Through our example, our instruction, and the environment we provide in classrooms and on campus, we try to motivate students to love learning and to pursue truth throughout their lives.

Our goal is to see that our students combine their Christian faith, their professional commitment, and a broad range of human knowledge into a coherent worldview that recognizes the interrelatedness of all parts of God's universe.

#### **Commitment to Code of Conduct**

We recognize the importance of the faculty's influence in the lives of students, both in and out of class. Beyond the teaching mission is the responsibility to provide a positive role model for students in their daily walk with God. Faculty and administration are expected to model an exemplary Christian lifestyle in all aspects of their conduct.

### **PART TWO: SHARED GOVERNANCE**

The university operates by the principle of shared governance. Shared governance “refers to governance of higher education institutions in which responsibility is shared by faculty, administrators, and trustees. The AAUP (American Association of University Professors) emphasizes the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. Faculty should have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.”

## **PART THREE: CAMPUS FACULTY DEFINITION and VOTING RESPONSIBILITIES**

In the spirit of shared governance and in view of the founding principles of Abilene Christian University, the following definitions and voting criteria are established:

### **I. Definitions**

- A. Faculty - The faculty of the university includes credentialed individuals, full-time and part-time, who hold any of the non-tenure-track, tenure-track, or tenured ranks. Unless otherwise specified, part-time faculty do not have the same voting rights or responsibilities as full-time faculty.
- B. Faculty designations - At the point of hire, and subsequently through promotion, faculty are assigned one of two rank pathways:
  - a. Tenure-track and Tenured: assistant professor, associate professor, and professor. Faculty who have been awarded tenure and rank do not surrender that tenure or rank when promoted to an administrative post.
  - b. Non-tenure-track: instructor or one of the college faculty ranks as defined by the terminology and promotion procedures in handbooks or other documentation specific to the colleges, the School of Nursing, and the library. Deans and Program Directors should transmit this documentation to the Provost, which should be updated every five years.

### **II. Voting responsibilities**

The Elections Committee of the Faculty Senate, which may seek support of the Provost's Office, oversees elections.

- A. Votes to change the Faculty Handbook: Changes to the Faculty Handbook, which includes Chapter Three: Tenure and Promotion Policy, are to be voted on by a non-differentiated ballot including all persons of faculty rank. Changes to Faculty Policies and Procedures residing on the Provost's webpage be made by the Provost or Provost's designee without faculty vote and become effective 30 days after notice has been given to the Faculty Senate at a regular meeting of that body.
- B. Votes on matters of curriculum are voted on by persons with tenure-track appointment and all persons of faculty rank on separate ballots, with one ballot distributed to persons at the level of chair and below. A second ballot is distributed to faculty above the level of chair or whose administrative assignments include more than one department. The Faculty Senate Elections Committee will announce both tallies. The combined tally determines

the outcome of the election.

- C. Faculty Senate elections, including resolutions, are limited to full-time faculty at the level of chair and below.

## **PART FOUR: THE UNIVERSITY ACADEMIC PROGRAM**

The faculty is responsible for the academic program of the university, subject to the approval of the President and ultimately the Board of Trustees. The faculty determines:

- General requirements for graduation including course requirements that are common to all majors for all degrees
- Admission requirements
- Policies governing academic probation and suspension
- Requirements for graduating with honors

The faculty has regularly scheduled University Faculty Meetings chaired by the Provost. When needed, the President or Provost may call special meetings. When some academic question needs to come before the faculty, the usual procedure is for one of the academic councils (University Undergraduate Academic Council, University Graduate Council, University General Education Council, Teacher Education Council) to discuss the question and bring a recommendation to the University Faculty Meeting for discussion and vote. This does not preclude questions being raised or motions made from the floor during the University Faculty Meeting. If the Provost or the Faculty Senate believes the proposal brought to the faculty is a matter of major importance, the proposal will be presented and discussed at one meeting and a vote taken after a subsequent meeting as circumstances may require. In either case provisions for absentee voting will be made.

## **PART FIVE: FACULTY SENATE**

The Faculty Senate of Abilene Christian University is a representative body of the faculty that is concerned with:

- Faculty work and welfare
- The preservation of faculty prerogatives
- Efficient and decorous conduct of all affairs of the university of concern to the faculty

As a way to help facilitate an ongoing dialog between administration and faculty, the Faculty Senate Leadership will meet with the senior leadership team or its equivalent on a regular basis

with an agenda determined by both concerning subjects pertinent to the operation of the university.

The constitution of the Faculty Senate can be found on the Faculty Senate Blog or linked to through the Provost's webpage. The Faculty Senate Constitution defines voting procedures for updating.

Six academic councils guide the university's academic programs:

1. Graduate Council
2. Research Council
3. Teacher Education Council
4. University General Education Council
5. University Undergraduate Academic Council
6. University Undergraduate Research Council

Descriptions of academic councils, along with current memberships, are available on the Faculty Senate Blog. These descriptions can also be found on the Provost's webpage. In addition, all faculty standing and advisory committee descriptions, along with current memberships, are available on the Faculty Senate Blog with links from the Provost's webpage.

## **CHAPTER TWO**

### **FACULTY EMPLOYMENT POLICIES**

#### **PROLOGUE**

##### **Non-discrimination policy**

Abilene Christian University affords equal employment opportunity (EEO) and does not engage in unlawful discrimination on the basis of gender, race, age, color, national origin, veteran's status, genetic information or disability in employment or the provision of services, in accordance with all applicable federal, state and local laws. Abilene Christian University is exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972. The university is also exempt from the prohibition against religious discrimination of the Civil rights Act of 1964, and it shall not be in violation of the equal opportunity clause required by Executive Order 11246 for ACU to establish a hiring preference for applicants who are members of the Church of Christ.

#### **PART ONE: APPOINTMENT TO THE FACULTY**

Appointments to the faculty are made by the President upon the joint recommendations of the Provost, the dean of the appropriate college or director of a unit, and the chair. When a position is available, normally a search and review committee is formed, a search undertaken, and applicants are reviewed.

All full-time undergraduate-faculty members must be active, involved members of a local congregation of the Churches of Christ. Any exception to this expectation will be articulated in the initial letter of appointment and serves as the University's official communication of church membership expectations as it relates to matters of promotion and tenure.

For a candidate to be considered for a full-time position, the candidate's portfolio must include the following:

- a vita
- at least two letters of recommendation (one academic, one from a church leader)
- a statement of philosophy of teaching and learning and the role of scholarship in teaching and learning
- a statement about the relationship of faith and Christian worldview to teaching and learning
- a statement concerning the candidate's personal spiritual journey
- official transcripts of all academic work
- selected copies of papers and publications

With the approval of the Provost and the appropriate dean or director, the prospective faculty members will be invited to the campus to meet with administrators, chairs, and members of the department/school. The prospective list of possible candidates for the position is typically no more than two. Soon after the visits, the dean and chair or director may recommend a candidate to the Provost. Before a candidate is offered a contract, the candidate must complete a background check arranged through Human Resources. If the President concurs with a positive recommendation from the Provost, a contract will be offered to the candidate; and in the case of tenure-track hires, the letter will indicate the first year in which the faculty member may apply for tenure and/or promotion. The contract letter will indicate the nature of the appointment and the rank at which the faculty member is being appointed: instructor, one of the college faculty ranks, assistant professor, associate professor, or professor.

### **College Faculty**

The term *college faculty* is used to define a variety of non-tenure-track ranks as specified and approved by the various academic units of the university (e.g. colleges, schools, library, etc.). Most college faculty members will have a master's degree with a minimum of 18 graduate semester hours in the teaching discipline. Rare exceptions may be made to appoint a college faculty member who has a bachelor's degree only and outstanding experience in the primary field.

Rank increases and multi-year contracts are possible for college faculty. Criteria for rank increases are specified by the college, School of Nursing, or library handbook or other documentation of the hiring unit. The length of contract is specified in the appointment letter prepared by the hiring unit. College faculty will be appointed at a rank whose terminology is specified by their hiring unit.

### **Part-Time Faculty**

In addition to those who hold the faculty rank of college faculty, assistant professor, associate professor, and professor, Abilene Christian University has five categories of part-time faculty:

1. Adjunct-faculty
2. Supply instructors
3. Intercollegiate faculty
4. Faculty-in-residence and visiting faculty
5. Senior (retired ACU) faculty.

In consultation with the Provost, the dean of each college will make the category determination for each part-time teacher employed by the university. Part-time faculty must meet the same requirements for professional, experiential, and scholarly preparation as full-time faculty as noted in Chapter Three. Temporary appointments do not carry voting privileges.



## **Adjunct Faculty**

Adjunct faculty are used on a sustained basis and are an integral part of the ongoing academic work of a department/school. The policies and guidelines governing the use of adjunct faculty include the following:

- Annual contracts (to be issued by June 1; contact Provost's Office for contract information)
- Catalog listing as adjunct faculty, as well as listing in other official university publications of faculty and adjunct faculty
- Service on departmental/school committees and college committees in proportion to the teaching load but no service on university committees
- To the extent possible, a semester's notice before non-renewal of annual contract
- Benefits, such as tuition discount and medical benefits, not provided for adjunct faculty
- Adjunct faculty whose appointment is determined by a grant or extramural funding are to be reappointed on a case-by-case basis with the approval of the college dean and the Provost.

## **Supply Instructors**

Supply instructors are hired on a semester-by-semester contract. Contact Provost's Office for contract information. The policies and guidelines governing the use of supply instructors include the following:

1. No voting privileges in department, school, college, or university faculty decisions
2. Not listed in the catalog or other university publications as part of the ACU faculty
3. No advance notice of non-renewal of contract required.

## **Intercollegiate Faculty**

Intercollegiate faculty members are used on an as-needed basis and teach for ACU, but are on the faculty at another regionally accredited university in an intercollegiate agreement. They may be listed in the ACU catalog as intercollegiate faculty. All fringe benefits accrue through the home campus.

## **Faculty-in-Residence and Visiting Faculty**

From time to time, departments/schools in the university may have in-residence or visiting appointments in which individuals will assume positions for varying lengths of time. Examples of in-residence appointments include the following: artist-in-residence, missions coordinator, minister-in-residence, researcher-in-residence, and scholar-in-residence.

## **Senior Faculty**

A full-time faculty member who has retired from ACU may be re-employed as Senior Faculty for special assignment either as a teacher, a researcher, or a teacher/researcher. He or she must be recommended by the chair and dean. The renewable two-year contract is normally considered half-time, which entitles the faculty member to continue with certain benefits through Human Resources.

Senior Faculty members normally teach two three-credit-hour courses per semester and assist with other duties in the department/school. Office space will be provided as available.

## **Full-Time Faculty**

The full-time faculty of the university comprises individuals who have faculty rank and are employed full time in the university's academic division.

## **Faculty Workload**

### **Teaching load**

The teaching load and other official faculty assignments take into account faculty members' need for time to devote to professional growth and scholarly products. Unless otherwise specified, ACU faculty assignments assume a twelve-semester-hour teaching load. Unless specified in the contract, summer school teaching is compensated independently of regular salary. In most cases teaching assignments are limited to twelve semester hours in a regular semester and six semester hours during the summer.

### **Non-teaching workload**

As a part of their regular responsibilities, full-time tenured and tenure-track faculty members are expected to devote time to research or creative scholarship, professional enrichment, committee assignments, and advising students. Variations from the above must have the approval of the respective chair and dean. Subject to the dean's approval, reassigned time may be granted for scholarly activities, administrative duties, or other special projects. For college faculty, scholarship expectations will generally be replaced by additional teaching. The exact load and composition of the load, is determined by the dean and department chair in consultation with the Provost.

### **Faculty Renewal Leaves**

The university provides Faculty Renewal Leaves for tenured faculty based upon applications reviewed by the Faculty Renewal Leave Committee and the Provost. The purpose of faculty leave is to provide a faculty member with a significant period of time to devote to enrichment, reflection, writing, and retooling, which ultimately leads to higher quality teaching and other forms of scholarship. These leaves are contingent on merit and available funding. Faculty members who receive Faculty Renewal Leaves may be absent from campus for one or two semesters (one semester at full salary or two semesters at one-half salary). In the latter case, the salary may be supplemented by an appointment at another university or through an external grant. The Provost makes the decision based on the recommendation of the Faculty Renewal Leave Committee. More information can be found on the Provost's webpage.

## **PART TWO: TERMINATION OF FACULTY APPOINTMENTS**

### **Methods of Termination**

Faculty appointments may be terminated by the following means:

- Voluntary resignation of the faculty member through letter of resignation delivered to the President no later than March 1 of the academic year and to be effective at the end of that

year

- Retirement
- Mutual agreement of the faculty member and the President
- Non-renewal of the contract of a faculty member not holding tenure (the university is not obligated to show cause for such non-renewal)
- “Special termination” in which the contract or appointment of any faculty member may be terminated before its normal expiration by the President for cause, such as moral delinquency; sexual immorality; failure to properly report sexual misconduct as required by Texas Education Code § 51.252(a); failure to comply with expectations of administration and faculty; professional incompetence; financial exigencies of the university as declared by the Board of Trustees; program, degree or department/school elimination; permanent serious physical or mental disability which significantly limits the faculty member’s ability to fully and satisfactorily perform the duties and responsibilities of the faculty member and which cannot be reasonably accommodated; neglect of responsibilities; or if his or her life or teaching fails to conform to the aims and ideals of the university, including its religious expectations.

### **Procedures Followed in Special Termination**

In a case when such special termination is imminent, a conference between the faculty member concerned and the Provost will be conducted. The President may attend this conference if he or she so chooses. If the President decides that the course of special termination is to be pursued, the following steps will be observed:

1. The faculty member will be notified by letter that special termination of his or her contract will be effective at a date designated in the letter. The President reserves the right to make any termination effective immediately. In the case of tenured faculty, the letter will state the cause of the special termination.
2. If the faculty member has been granted tenure, he or she will have the option of appealing to a committee appointed to hear his or her case. The committee will consist of five members of the faculty, two appointed by the President, two appointed by the faculty member, and one appointed by the chair of the Faculty Senate with mutual agreement of the President and the faculty member. This committee shall make recommendations to the President, who in turn shall make recommendations to the Executive Committee of the Board of Trustees, whose decision shall be final.
3. In a case of special termination, the faculty member will receive basic compensation, including fringe benefits, until the point in time described below, whichever occurs first:
  - a. The termination date designated in the President's letter, provided this date is at least two months (four months in the case of a tenured faculty member) later than the date of writing of the letter;

- b. Two months (four months in the case of a tenured faculty member) after the designated termination date;
- c. The date at which the faculty member begins other comparable employment;
- d. A date before the termination date at which the faculty member may cease to perform his or her assigned duties.

## **PART THREE: ACADEMIC FREEDOM AND RESPONSIBILITY**

### **Preamble**

The faculty members of a Christian institution of higher learning accept unique responsibilities. One must apply a Christian perspective in achieving proper balance between academic freedom and academic responsibility. Freedom in an orderly society is always limited and never absolute. Freedom for a faculty member at Abilene Christian University is limited by his or her relationships in society, by the authority of Scripture, and by the purposes for which the university exists. The university is committed to New Testament Christianity and adheres to the Board of Trustees policies that guide the president's employment parameters.

### **Freedom and Responsibility**

Given the preceding qualifications, the following statements about academic freedom and responsibility apply:

1. Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence, it is essential that the faculty member be free to pursue scholarly inquiry without undue restriction, and to voice and publish his or her conclusions concerning the significance of evidence that the teacher considers relevant. He or she must be free from the corrosive fear that others inside or outside the university community, because their vision may differ from his or her own, may threaten his or her professional career or the material benefits accruing from it.
2. Each faculty member is entitled to full freedom in the classroom in discussing the subject that he or she teaches. Each faculty member is also a citizen of his or her nation, state, and community; when he or she speaks, writes, or acts as such, he or she must be free from institutional censorship or discipline.
3. The concept of academic freedom must be accompanied by an equally demanding concept of responsibility shared by governing boards, administrators, and faculty members.
4. The fundamental responsibilities of a faculty member as a teacher and a scholar include a maintenance of competence in his or her field of specialization and the exhibition of such competence in lectures, discussions, and publications.
5. Exercise of professional integrity by a faculty member includes recognition that the public will judge his or her profession and the institution by his or her statements. Faculty should

be accurate, exercise appropriate restraint, show respect for the opinions of others, and avoid creating the impression of speaking or acting for the college or university when speaking or acting as a private person.

# **CHAPTER THREE**

## **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. Most recent review was in Fall 2013; next review must be no later than Fall 2018.

### **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 two assumptions:

- Faculty members meet the applicable standards outlined in Board of Trustees Policy 2.11, which says in part:

Further the President will not:

1. Hire or continue to employ any person in the following categories who is not an active member of a local congregation of the Churches of Christ as defined in Article III of the Articles of Incorporation:
  - a. all senior administrative officers including vice presidents and deans
  - b. all full-time faculty members who serve undergraduate students
  - c. all faculty serving in the Department of Bible, Missions, & Ministry in the College of Biblical Studies and all full-time faculty serving in the Graduate School of Theology
2. Hire or continue to employ faculty serving in any capacity who do not affirm and embrace the core values and guiding principles of ACU as articulated in the document entitled *Identity, Mission and the Future of Abilene Christian University* dated August 2012.

- 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 meeting the applicable Board of Trustees Christian faith expectations, 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 will 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**

Portfolios must be submitted in digital format—software or PDF—and will be reviewed online by the Tenure and Promotion Committee. A specific software is not required. The Tenure and Promotion Committee will coordinate with the Adams Center to ensure a software program is supported, and will provide a link in the Tenure and Promotion Guidelines for such support. No changes in the portfolio are allowed after the October 1 deadline for submission to the dean.

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

The portfolio must include copies of the applicant’s annual reviews, documentation of efforts toward each of the four criteria, reflective statements, and other materials deemed appropriate by the applicant.

Information and reflections must be concise and descriptive not encyclopedic.

Portfolios must 1) summarize the applicant’s achievements, relying on representative, not exhaustive exhibits and 2) include goals, reflections, and self-evaluations. The portfolio must demonstrate a high level of reflection for each area.

#### **Guidelines for Reflection:**

Self-reflection is more than simply an evaluation of your achievements at the current point in time. Instead, it involves a thoughtful re-evaluation of the range of experiences that has brought you to this point in time. Reflection attempts to address not merely “what” you have accomplished, but more importantly the “why” and “how” of getting to those accomplishments. It includes a discussion of the challenges and struggles you have faced; how those have helped you evolve over time; how you have used specific experiences to improve in the areas of teaching, scholarly activity, professional service and collegiality; and how experiences in one area have affected your direction in others. Reflection involves looking at your growth over time, your values, and how your current activities have been influenced by lessons you have learned. Reflection and self-assessment are time-honored spiritual disciplines, and thus are consistent with the culture of a faith-based institution.

Finally, including thorough reflection in the portfolio helps its readers. Tenure and Promotion Committee members are responsible to evaluate applicants justly in spite of their own inexperience with other academic fields. Passages of reflection and assessment are critical for these readers. Thus, reflection is relevant and required for teaching, scholarly activity, service and collegiality.

Guiding questions to assist you in the reflection process are provided below. Note that these are not intended to serve as a template, but rather to assist the faculty member in reflecting on how growth and challenges in the areas of teaching, scholarship, service and collegiality are shaping and informing practice.

- What is the trajectory of my career so far?
- How has my direction changed as new opportunities have arisen?
- What have been my professional successes, and why?
- What have been my professional struggles, and why?
- How will the answers to the previous questions inform my future practice?
- What steps am I taking to multiply the successes and overcome the disappointments?
- How are changes in my discipline shaping my professional goals?
- What is it about ACU's resources, culture, tradition, or vision that will help me flourish professionally and personally? What has been a challenge for me? What new insights have I gained that will inform me as I move forward?
- What are my distinctive contributions to ACU?

## 1. Teaching Effectiveness

The effective instruction of students is the primary purpose of the university and is expected of every faculty member. Applicants must include reflection on their teaching effectiveness. 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 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.

Integration of faith and learning. While not a generally recognized quality of effective teaching, the integration of faith and learning is critical for the faculty member at Abilene Christian University. The faith informed professor seeks to meaningfully integrate faith and learning, assisting students in identifying integral relationships that exist between the discipline and Christian theological perspectives.

The effectiveness of the faculty member's instruction will be documented in a portfolio. In addition to reflections on teaching and on the integration of faith and learning, 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. The applicant must justify the number and type of products in the promotion materials in reference to university

and discipline-specific criteria. Applicants must also include reflection on personal scholarship.

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. The applicant must provide specific examples of service along with personal reflection on how service is informing and shaping work as a faculty member.

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. Finally, the applicant must include reflection on growth in collegiality.

#### **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. An application for tenure may be submitted in the fall after the fifth year of university teaching has been completed; three of those five years must have been tenure track at ACU. Other terms may have been specified in the letter of hire.
3. Any exceptions must be specified in the contract letter at time of hire.
4. The faculty member must 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 must be evidenced by items such as those listed under the general criteria for scholarship, creativity, and their equivalents.
6. The faculty member must document service activities such as those listed under the general criteria for service.
7. The faculty member must 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. College Faculty
  - A college faculty member 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.
- An application for associate professor may be submitted in the fall after the fifth year of university teaching has been completed; three of those five years must have been at the assistant professor level. Other terms may have been specified in the letter of hire.
- The faculty member must 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 must 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 must 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.
- With rare exceptions, an application for Professor may be submitted in the fall after the third year of university teaching at the associate professor level. Other terms may have been specified at the time of hire.
- The faculty member must 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 must 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 must 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 begins 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 or next business day, 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 or next business day, 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 or next business day, 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 digital portfolio.
- Write a letter to the faculty member that summarizes the department/school assessment of the digital portfolio and send a copy to the dean.
  - a. The letter must 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 must 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 or next business day.

## **B. Tenure Procedure**

The tenure-track faculty member may submit an application if he or she meets the minimum requirements in II.D. 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. D. 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>	
September 9 or next business day	By September 9 or next business day, a faculty member initiates a request for	By September 9 or next business day, a faculty member initiates a request for

	tenure to the department/school chair.	promotion to the department/school chair.
September 23 or next business day	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 digital portfolio-along with a digital summary supporting the recommendation. This recommendation is due in the college dean's or director's office by September 23 or next business day. A negative response from the department/school is returned in written form to the faculty member.	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 digital portfolio-along with a digital summary supporting the recommendation. This recommendation is due in the college dean's or director's office by September 23 or next business day. A negative response from the department/school is returned in written form to the faculty member.
October 15 or next business day	The dean or director reviews the materials submitted by the department/school, confirms adherence to guidelines, and prepares a digital statement supporting or denying the	The dean or director reviews the materials, confirms adherence to guidelines, and prepares a digital statement supporting or denying the application for promotion.

	<p>tenure application. If the dean supports the tenure application, the digital portfolio and accompanying statement are forwarded to the Provost's Office, which then forwards the materials to the chair of the University Tenure and Promotion Committee by October 15 or next business day. If the application is denied, the dean informs the faculty member and chair.</p>	<p>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 digital portfolio and accompanying are forwarded to the Provost's Office, which then forwards the materials to the chair of the University Tenure and Promotion Committee by October 15 or next business day.</p>
<p>December 1 or next business day</p>	<p>The University Tenure and Promotion Committee reviews the digital portfolio and accompanying statements from the chair and dean. 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 or next business day. The T &amp; P Committee will include a written statement of a 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>The University Tenure and Promotion Committee reviews the digital portfolio and accompanying statements from the chair and dean. A positive recommendation (i.e., affirmative majority vote conducted by secret ballot) is forwarded to the Provost by December 1 or next business day. The T &amp; P Committee will include a written statement of a positive evaluation in the front of the 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 or next business day</p>	<p>A positive recommendation by the Provost is forwarded in</p>	

	writing to the President by January 2 or next business day. 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.	
January 15 or next business day	The President's decision, whether positive or negative, is communicated in writing by January 15 or next business day to the faculty member with copies to the Provost, University Tenure and Promotion Committee, appropriate dean/director and the department/school chair.	The Provost's decision is communicated in writing to the faculty member by January 15 or next business day.
	APPEAL PROCEDURE	APPEAL PROCEDURE
	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.	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 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	If a faculty member's request for promotion is denied at the departmental/school level, the

	<p>faculty member may appeal to the dean/director.</p>	<p>faculty member may appeal to the dean/director who forwards materials to the University Tenure and Promotion Committee.</p>
	<p>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.</p>	<p>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.</p>
	<p>If the University Tenure and Promotion Committee denies a faculty member's request for tenure, the decision may be appealed to the Provost.</p>	<p>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.</p>
	<p>If tenure is denied at the Provost level, the faculty member may appeal to the President.</p>	<p>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 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</p>



		on behalf of the faculty member.
	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.	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.

**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 the post-tenure review is set during the fifth year for submission of the review during the sixth year on or after September 15. If no College/School date is set, post-tenure review is due 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**

College faculty members are eligible for rank increases using criteria specified by the hiring academic unit.

The rank structure for college faculty in an academic unit must be approved by vote of the faculty in that academic unit and documented in the college, School of Nursing, Library handbook or other documentation available to faculty.

At minimum, the criteria must include a promotion packet and review by departmental committee.

1. Promotion Packet: The packet will include a one- to three-page personal statement that reflects on teaching growth, service, maintaining currency appropriate to the discipline, and the integration of faith and learning. Supplemental materials will include a current CV, copies of annual reviews, and current professional certification (if appropriate). Departments will not create expanded criteria for college faculty.

2. Review Process: The promotion packet will be evaluated by a committee of the department chair, the tenured faculty of the department, and any college faculty members of the department with a rank higher than the applicant. If a department does not have a college faculty member of appropriate rank, a college faculty member from another department must serve on the committee. The chair will forward the recommendation of the committee with the promotion packet to the dean or director. The dean or director will make the final decision about the application for promotion. A positive decision from the dean or director will be communicated in writing. A negative decision at any step in the process will be communicated in writing. In the event of a negative promotion decision, college faculty members will retain their former titles and benefits. The college faculty member may reapply for promotion after two years. The college faculty member may appeal a negative decision by the departmental committee to the dean or director. The decision of the dean or director is final.

### **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.

Addendum  
Abilene Christian University Website Links  
\*update as needed without vote- separate from the content of the Handbook

[ACU Employee Handbook](#)

[ACU Org Chart](#)

[ACU Police Department](#)

[The Adams Center](#)

[Brown Library](#)

[Dean of Students Office](#)

[Faculty Senate Blog](#)

[Finance and Operations](#)

[Human Resources](#)

[Informal Glossary of AAUP Terms and Abbreviations](#)

[Institutional Compliance and Risk Management](#)

[Office of General Counsel](#)

[Office of Institutional Effectiveness](#)

[Office of the President](#)

[Office of the Provost](#)

[Office of the Registrar](#)

[Office of Research and Sponsored Programs](#)

[Title IX and Sexual Misconduct](#)

[UGEC Blog](#)

[UUAC Blog](#)