

Promotion and Tenure Procedures, English Department

Purpose: To articulate the standards and procedures for promotion and/or tenure for the Department of English

Applies to: Faculty and Unclassified Academic Staff within the Department of English

General Provisions

Scope and Purpose. The award of tenure and/or promotion in rank are among the most important and far-reaching decisions made by the department because an excellent faculty is an essential component of any outstanding institution of higher learning. Promotion and tenure decisions also have a profound effect on the lives and careers of faculty. Recommendations concerning promotion and tenure must be made carefully, based upon a thorough examination of the candidate's record and the impartial application of these criteria and procedures, established in compliance with the [Faculty Senate Rules and Regulations \(FSRR\) Article VI](#).

It is the purpose of this document to promote the rigorous and fair evaluation of faculty performance during the promotion and tenure process by (a) establishing criteria that express the department's expectations for meeting University standards in terms of disciplinary practices; (b) providing procedures for the initial evaluation of teaching, scholarship, and service; (c) preserving and enhancing the participatory rights of candidates, including the basic right to be informed about critical stages of the process and to have an opportunity to respond to negative evaluations; and (d) clarifying the responsibilities, roles, and relationships of the participants in the promotion and tenure review process.

Each level of review, including the initial review, the intermediate review, and the University level review, conducts an independent evaluation of a candidate's record of performance and makes independent recommendations to the next review level. Later stages of review neither affirm nor reverse earlier recommendations, which remain part of the record for consideration by the Chancellor. It is the responsibility of each person involved in the review process to exercise his/her own judgment to evaluate a faculty member's teaching, scholarship, and service based upon the entirety of the data and information in the record. No single source of information, such as peer review letters, shall be considered a conclusive indicator of quality.

Academic Freedom. All faculty members, regardless of rank, are entitled to academic freedom in relation to teaching and scholarship, and the right as citizens to speak on matters of public concern. Likewise, all faculty members, regardless of rank, bear the obligation to exercise their academic freedom responsibly and in accordance with the accepted standards of their academic disciplines.

Confidentiality and Conflicts of Interest. Consideration and evaluation of a faculty member's record is a confidential personnel matter. Only those persons eligible to vote on promotion and tenure may participate in or observe deliberations or have access to the personnel file (except that clerical staff may assist in the preparation of documents under conditions that assure confidentiality).

No person shall participate in any aspect of the promotion and tenure process concerning a candidate when participation would create a clear conflict of interest or compromise the impartiality of an evaluation or recommendation.

If a candidate believes that there is a conflict of interest, the candidate may petition to have that person recuse him/herself. If a committee member does not recuse him/herself, a decision about whether that person has a conflict of interest shall be made by a majority of the other committee members.

Promotion and Tenure Standards

General Principles. The University strives for a consistent standard of quality against which the performance of all faculty members is measured. Nonetheless, the nature of faculty activities varies across the University and a faculty member's record must be evaluated in light of his/her particular responsibilities and the expectations of the discipline. These criteria state the department's expectations of performance in the areas of teaching, scholarship, and service performance necessary to satisfy the University standards for promotion for the award of tenure and/or promotion to associate professor and for promotion to full professor, or equivalent ranks.

Teaching and scholarship should normally be given primary consideration, but the particular weight to be accorded to each component of a faculty member's activities depends upon the responsibilities of the faculty member. The College has traditionally recognized the 40-40-20 formula for weighting research, teaching, and service, except when weight is differentiated for unclassified academic staff members pursuant to their job description.

Teaching. Teaching is a primary function of the University, which strives to provide an outstanding education for its students. The evaluation of teaching includes consideration of syllabi, course materials, and other information related to a faculty member's courses; peer and student evaluations; a candidate's own statement of teaching philosophy and goals; public representations of teaching; and other accepted methods of evaluation, which may include external evaluations.

High quality teaching is serious intellectual work grounded in a deep knowledge and understanding of the field and includes the ability to convey that understanding in clear and engaging ways.

The conduct of classes is the central feature of teaching responsibilities at KU, but teaching also includes supervising student research and clinical activities, mentoring and advising students, and other teaching-related activities outside of the classroom.

Under the University standards for the award of tenure and/or promotion to associate professor, the record must demonstrate effective teaching, as reflected in such factors as command of the subject matter, the ability to communicate effectively in the classroom, a demonstrated commitment to student learning, and involvement in providing advice and support for students outside the classroom.

In the department, the following teaching expectations to meet University standards apply for the award of tenure and/or promotion to the rank of associate professor: As indicated by multiple sources of evaluation (outlined above), the record must demonstrate that a candidate's teaching reflects knowledge of his/her field, and that the candidate is effective in encouraging students' interest, helping them to think critically and to apply their knowledge, pointing them toward the broader implications of their study, and generally encouraging their development as perceptive readers and articulate writers. The record must also give indication of responsible fulfillment of all duties associated with teaching, including prompt and regular holding of class sessions and office hours, timely and sufficient grading and comments on assignments, acceptable and fair expectations and criteria for student work (as judged by disciplinary standards), adequate class preparation and effective use of class time, and reflection about pedagogy.

Under the University standards for promotion to the rank of professor, the record must demonstrate continued effectiveness and growth as a teacher, as reflected in such factors as mastery of the subject matter, strong classroom teaching skills, an ongoing commitment to student learning, and active involvement in providing advice and support for students outside the classroom.

In the department, the following teaching expectations to meet University standards apply for the promotion to the rank of professor: The record must continue to demonstrate fulfillment of all expectations outlined above

(under expectations for promotion to Associate Professor). In addition, it is expected that candidates have continued to develop and improve their teaching and advising skills. The teaching record should reflect continued success in the classroom, effective efforts to address potential weaknesses, reflection about pedagogy, and engagement with current developments in the field, new teaching areas, or new pedagogical methods. Candidates should also demonstrate a record of committed and responsible advising.

Scholarship. The concept of “scholarship” encompasses not only traditional academic research and publication, but also the creation of artistic works or performances and any other products or activities accepted by the academic discipline as reflecting scholarly effort and achievement for purposes of promotion and tenure. While the nature of scholarship varies among disciplines, the University adheres to a consistently high standard of quality in its scholarly activities to which all faculty members, regardless of discipline, are held. In the Department of English, scholarship is defined as academic research and publication in the areas of literary and cultural study, language, rhetoric, and composition, pedagogy, or creative writing and publication. The Department values the engagement of its members in collaborative research. Candidates who participate in collaborative work should specify their own contributions to such work, in terms of the conception of the research idea, the research effort, the writing of the final publication, and other relevant factors. “Scholarship” in the Department of English includes the following activities, which have varying degrees of importance:

Publication of a book (monograph, edited text, research-based textbook, edited collections, collections of stories, essays, and poems, and full-length plays);

Publication of articles in refereed journals or invited collections;

Publication of plays, short stories, poems, creative essays, or other substantial creative work (a production of a play is the equivalent of publication);

Presentations at scholarly conferences, creative readings, and invited presentations, including keynote speeches or invitations to present, leading toward publication;

Published reviews of published books, short articles or newspaper stories, encyclopedia entries, and scholarly blogs or other non-peer-reviewed online publications; and

Theatrical direction, production, and performance can constitute creative activity related to our department’s creative writing program (in the area of playwriting).

Under the University standards for the award of tenure and/or promotion to the rank of associate professor, the record must demonstrate a successfully developing scholarly career, as reflected in such factors as the quality and quantity of publications or creative activities, external reviews of the candidate’s work by respected scholars or practitioners in the field, the candidate’s regional, national, or international reputation, and other evidence of an active and productive scholarly agenda.

In the department, the following scholarship expectations to meet University standards apply for the award of tenure and/or promotion to the rank of associate professor: Scholarship that merits tenure is defined as a body of published work that represents a sustained and significant contribution to the field. This should take the form of a researched or creative monograph and supporting publications, or an equivalent combination of published articles, stories, essays, plays, poems, dramatic productions, edited books, critical editions, research-based textbooks, or other peer-reviewed publications, as appropriate to the subfield. The candidate’s record must demonstrate clear evidence of a scholarly or creative program that goes well beyond research or creative activity completed for the terminal degree, that has already resulted in products of high quality, and that exhibits promise of continuing productivity. Articles should appear in well regarded journals or collections; books should be published by presses well respected in the subfield.

Under the University standards for promotion to the rank of professor, the record must demonstrate an established scholarly career, as reflected in such factors as a substantial and ongoing pattern of publication or creative activity, external reviews of the candidate's work by eminent scholars or practitioners in the field, the candidate's national or international reputation, and other evidence of an active and productive scholarly career.

In the department, the following scholarship expectations to meet University standards also apply for the promotion to the rank of professor: In terms of scholarly output, scholarship that merits promotion to full professor is defined as continued scholarly production that represents a sustained and significant contribution to the field well beyond the record prior to tenure, in the form of a researched or creative monograph (not included in the tenure record) and supporting publications, or an equivalent combination of post-tenure published articles, stories, essays, plays, poems, dramatic productions, edited books, critical editions, research-based textbooks, or other peer-reviewed publications, as appropriate to the subfield. Other information about the quality and types of scholarship that merit consideration is consistent with the expectations for tenure described above.

Service. Service is an important responsibility of all faculty members that contributes to the University's performance of its larger mission. Although the nature of service activities will depend on a candidate's particular interests and abilities, service contributions are an essential part of being a good citizen of the University. The department accepts and values scholarly service to the discipline or profession, service within the University, and public service at the local, state, national, or international level.

The Department of English requires that every tenured and tenure-track faculty member beyond the first year of appointment as an assistant professor serve, at a minimum, on two departmental standing committees.

Under the University standards for the award of tenure and/or promotion to associate professor, the record must demonstrate a pattern of service to the University at one or more levels, to the discipline or profession, and/or to the local, state, national, or international communities.

In the department, the following service expectations to meet University standards apply for the award of tenure and/or promotion to the rank of associate professor: The record should indicate regular and meaningful participation in activities necessary to the successful functioning of the department, College, and/or University, including (at a minimum) significant service on two committees per year and participation at departmental meetings. A record of substantial contributions to the larger university community, the profession, or the discipline at the local, regional, national, or international level (e.g. memberships on committees or task forces, memberships on editorial or advisory boards, student recruitment, administration, reviewing grant applications, judging academic awards competitions, offices in professional organizations, conducting *ad hoc* workshops, fund raising, organizing conferences, lectures, or readings, etc.) indicates meritorious service beyond minimum expectations.

Under the University standards for promotion to the rank of professor, the record must demonstrate an ongoing pattern of service reflecting substantial contributions to the University at one or more levels, to the discipline or profession, and/or to the local, state, national, or international communities.

In the department, the following service expectations to meet University standards apply for the award of tenure and/or promotion to the rank of professor: The record should indicate significant participation in activities necessary to the successful functioning of the department, College, and/or University, including (at a minimum) significant service on two committees per year and participation at departmental meetings. In addition, a record of substantial contributions to the larger university community, the profession, or the discipline at the local, regional, national, or international level (e.g. memberships on committees or task forces, memberships on editorial or advisory boards, student recruitment, administration, reviewing grant applications, judging academic awards competitions, offices in professional organizations, conducting *ad hoc* workshops,

fund raising, organizing conferences, lectures, or readings, etc.) is expected for the award of promotion to the rank of professor. A record demonstrating leadership at the department, College, University, or professional level indicates meritorious service beyond minimum expectations.

Unclassified Academic Staff. In the case of unclassified academic staff, comparable professional responsibilities, as defined by the department and the standards of our discipline, will be evaluated. Under the University standards for unclassified academic staff, those standards must be commensurate with the standards for faculty members. These responsibilities include: research, service, and/or teaching in units that support the academic mission. The department accepts service within the University, and public service at the local, state, national, or international level. Promotion emphasizes research and service.

Depending on the research weighting of the unclassified academic staff person's position, typical research outcomes (presentations, grant proposals, or published articles) may be produced over a proportionally longer period of time than for faculty with a 40% appointment in research. Annual evidence of progress towards this goal will consist of detailed progress reports, specific timelines, and drafts of work in progress.

Service includes: A record demonstrating a pattern of service to the Department of English, the College, and the University at one or more levels, to the discipline or profession, and/or to the local, state, national, or international communities. There is a particular emphasis on the administrative and service duties associated with the academic staff member's position.

Teaching is defined as: High quality teaching is serious intellectual work grounded in a deep knowledge and understanding of the field and includes the ability to convey that understanding in clear and engaging ways. The conduct of classes is the central feature of teaching responsibilities at KU, but teaching also includes supervising student research, mentoring and advising students and graduate teaching assistants, and other teaching-related activities outside of the classroom. The evaluation of teaching includes consideration of syllabi, course materials, and other information related to an academic staff member's courses; peer and student evaluations; a candidate's own statement of teaching philosophy and goals; public representations of teaching; and other accepted methods of evaluation, which may include external evaluations.

In the department, the following expectations to meet University standards apply for promotion to the associate rank:

Teaching: As indicated by multiple sources of evaluation (outlined above), the record must demonstrate that a candidate's teaching, to an adequate or greater extent, reflects knowledge of his/her field and the recent developments therein, and that the candidate is effective in encouraging students' interest, helping them to think critically and to apply their knowledge, pointing them toward the broader implications of their study, and generally encouraging their development as perceptive readers and articulate writers. The record must also give indication of responsible fulfillment of all duties associated with teaching, including prompt and regular holding of class sessions and office hours, timely and sufficient grading and comments on assignments, acceptable and fair expectations and criteria for student work (as judged by disciplinary standards), adequate class preparation and effective use of class time, and reflection about pedagogy.

Research: The candidate has a clear record of research that supports the long-term objectives of the writing program, including research on pedagogy, pedagogy instruction/teacher training, and writing programs, with the option of research in the academic staff member's specialty. Expectations include dissemination of research activity with the University and academic communities via publication and/or presentations, as appropriate to the proportion of the position that constitutes research.

Service: The record should indicate effectiveness in those administrative aspects of the position that constitute "service" as well as regular and meaningful participation in activities necessary to the successful functioning of the department, College, and/or University, including (at a minimum) significant service on two committees

per year and participation at departmental meetings. A record of substantial contributions to the larger university community, the profession, or the discipline at the local, regional, national, or international level (e.g. memberships on committees or task forces, memberships on editorial or advisory boards, student recruitment, administration, reviewing grant applications, judging academic awards competitions, offices in professional organizations, conducting *ad hoc* workshops, fund raising, organizing conferences, lectures, or readings, etc.) indicates meritorious service beyond minimum expectations.

In the department, the following expectations to meet University standards apply for promotion to the senior rank:

Teaching: Academic staff at the associate rank should continue to develop and improve their teaching and advising skills. The teaching record should reflect continued success in the classroom, effective efforts to address potential weaknesses, reflection about pedagogy, and engagement with current developments in the field, new teaching areas, or new pedagogical methods. Academic staff at the associate rank should also demonstrate a record of committed and responsible advising, as relevant to the position.

Research: The scholarly record at the associate rank must demonstrate continued and significant engagement with research appropriate to the needs of the program and to the candidate's field, as reflected in such factors as an ongoing pattern of publication or creative activity since the last promotion, external reviews of the candidate's work, and other evidence of an active and productive scholarly career, as appropriate to the proportion of the position that constitutes research.

Service: The record should indicate continued, clear effectiveness in those administrative aspects of the position that constitute "service" as well as significant participation in activities necessary to the successful functioning of the department, College, and/or University, including (at a minimum) service on two committees per year and participation at departmental meetings. In addition, a record of substantial contributions to the larger university community, the profession, or the discipline at the local, regional, national, or international level (e.g. memberships on committees or task forces, memberships on editorial or advisory boards, student recruitment, administration, reviewing grant applications, judging academic awards competitions, offices in professional organizations, conducting *ad hoc* workshops, fund raising, organizing conferences, lectures, or readings, etc.) is expected for the award of promotion to the senior rank. A record demonstrating leadership at the department, College, University, or professional level indicates meritorious service beyond minimum expectations.

Rating for Performance. Using the criteria described above, the candidate's performance in the areas of teaching, scholarship, and service will be rated using the terms "excellent," "very good," "good," "marginal," or "poor," defined as follows:

- (a) "Excellent" means that the candidate substantially exceeds expectations for tenure and/or promotion to this rank.
- (b) "Very Good" means the candidate exceeds expectations for tenure and/or promotion to this rank.
- (c) "Good" means the candidate meets expectations for tenure and/or promotion to this rank.
- (d) "Marginal" means the candidate falls below expectations for tenure and/or promotion to this rank.
- (e) "Poor" means the candidate falls significantly below expectations for tenure and/or promotion to this rank.

Absent exceptional circumstances, no candidate may be recommended for promotion or tenure without meeting standards in all applicable areas of performance.

Promotion and Tenure Procedures

The department conducts the initial review of the candidate pursuant to the procedures and requirements of [section 5 of Article VI of the FSRR](#) in connection with the candidate's responsibility in the department.

Promotion and Tenure Committee. The candidate's promotion committee shall evaluate the candidate's teaching, research, and service. In the department the candidate's promotion committee is composed of two faculty members who are equal or higher rank to the rank for which the candidate is being considered, one to conduct the initial evaluation of the candidate's teaching and one to conduct the initial evaluation of the candidate's research, plus the department chair, who conducts the initial evaluation of the candidate's service. The committee is solicited by the chair, in consultation with the candidate, when the candidate is first appointed to KU (if an assistant professor) or the year prior to being considered for promotion (if an associate professor). The committee makes recommendations on the rating in each category.

The recommendation is forwarded for consideration to a committee of the whole consisting of all faculty members holding the appropriate academic rank in the department—that is, a rank at or above the rank for which the candidate is being considered.

Voting on faculty promotion/tenure cases is limited to those who have read the materials submitted and who attend the discussion meeting on the candidate's promotion. Exceptions may be granted by the Chair under extraordinary circumstances.

No students or untenured faculty members, except unclassified academic staff with the rank equivalent to or higher than associate professor, shall serve on the candidate's promotion committee or the committee of the whole or vote on any recommendation concerning promotion and/or tenure.

Initiation of Review. Prior to the beginning of the spring semester, the Provost shall notify all faculty whose mandatory review year will be the following academic year, with copies provided to unit administrators and the dean. Upon receipt of this notice or if a faculty member requests it prior to the mandatory review year, the unit shall initiate procedures for evaluating the candidate for the award of tenure or tenure and promotion in rank.

At or before the beginning of the spring semester, the unit shall consider the qualifications of all faculty members below the rank of full professor, with a view toward possible promotion in rank during the following academic year. After considering a faculty member's qualifications, if the unit determines that those qualifications may warrant promotion in rank, or if the faculty member requests it, the unit shall initiate procedures for reviewing the faculty member for promotion to full professor.

Preparation of the Promotion and/or Tenure File. *NOTE:* Candidates who hold joint appointments prepare only one set of promotion and tenure materials for review by both units in which they hold an appointment. The initial review units (i.e., departments, centers, etc.) shall consult with each other on their evaluations and the evaluation process, but each initial review unit must provide a separate evaluation of the candidate's performance in the unit. Please refer to the [College's Promotion and Tenure Statement](#) for detailed instructions. It is the responsibility of the candidate to complete the appropriate portions of the form and provide necessary documents and information in accordance with the Provost's guidelines, with assistance from the department

The candidate's promotion committee shall receive the form and accompanying materials from the candidate and finish compiling the record of the candidate's teaching, scholarship, and service in accordance with the Provost's guidelines.

The department will solicit outside reviewers to assist in the evaluation of a faculty member's scholarship and in accordance with College procedures. Emphasis shall be placed on selecting independent reviewers in the same or related discipline who hold academic rank or a professional position equal to or greater than the rank for which the candidate is being considered. The committee shall give the candidate the opportunity to suggest individuals to be included or excluded from the list of reviewers. The committee, however, is responsible for using its judgment in the final selection of reviewers. For College specific requirements and guidelines, please

refer to "[Section B. Process for Obtaining Evaluation Letters from External Reviewers](#)" within the College's posted policy for promotion and tenure.

When soliciting external reviews of a candidate's scholarship, the candidate's promotion committee shall inform prospective reviewers of the extent to which the candidate will have access to the review. The College's confidentiality policy regarding soliciting external reviewers for the promotion and tenure review process is as follows:

"As a part of the promotion and/or tenure review process, we are soliciting assessments of Professor _____'s research contributions from academic colleagues and distinguished professionals. These letters will become part of the candidate's promotion and tenure dossier and are treated as confidential by the University to the extent we are permitted to do so by law."

Recommendations. Upon completion of the record, the candidate's promotion committee shall evaluate the candidate's record of teaching, scholarship, and service in light of the applicable standards and criteria, shall prepare preliminary drafts of the evaluation sections of the promotion and/or tenure forms, and shall make recommendations. The promotion committee recommendation shall be forwarded for consideration to a committee of the whole consisting of all faculty members holding the appropriate academic rank.

In the department, voting procedures are by secret ballot; each member of the committee of the whole is asked to provide, by secret ballot, a rating for teaching, research, and service, as well as a vote to recommend or not recommend promotion and/or tenure. These votes are counted and tallied by the chair in order to arrive at the final recommendation. A simple majority of votes is required for a favorable recommendation.

The candidate's promotion committee shall prepare final versions of the evaluation and summary evaluation sections of the promotion and/or tenure forms based on the discussion and recommendations of the committee of the whole. The forms and recommendations shall be forwarded to the chair, who shall indicate separately, in writing, whether he or she concurs or disagrees with the recommendations of the committee of the whole. The department chair shall communicate the recommendations of the initial review, and his or her concurrence or disagreement with the recommendation, to the candidate and provide the candidate with a copy of the summary evaluation section of the promotion and tenure form. Negative recommendations shall be communicated in writing and, if the review will not be forwarded automatically, the chair shall inform the candidate that he or she may request that the record be forwarded for further review.

Favorable recommendations, together with the record of the initial review, shall be forwarded to the College Committee on Appointments Promotion, and Tenure conducting the intermediate review. Negative recommendations resulting from an initial review shall go forward for intermediate review only if it is the candidate's mandatory review year or if the candidate requests it.

Intermediate Review.

The candidate may submit a written response to a negative recommendation by the department, or to a final rating of teaching, research, or service below the level of "good" included in the evaluation section of the recommendation. The written response is sent separately by the candidate to CCAPT.

A request for information by CCAPT and/or UCPT shall be sent to the department chair who shall immediately provide a copy to the candidate and inform the candidate's promotion committee. The chair and/or committee shall prepare the department's response in accordance with the initial review procedures.

The candidate shall be afforded an opportunity to participate in the preparation of the department's response and/or to submit his/her own documentation or comment to the CCAPT and/or UCPT.

Approved by:

Department of English / The Faculty Senate Committee on Standards and Procedures for Promotion and Tenure

Approved on:

Tuesday, March 27, 2012

Effective on:

Tuesday, March 27, 2012

Review Cycle:

Annual (As Needed)

Related Policies:

[Faculty Senate Rules and Regulations Article VI: Promotion and Tenure](#)

Related Procedures:

[Statement On Promotion and Tenure for the College of Liberal Arts & Sciences](#)

Related Forms:

[Guidelines and Documents for Promotion and Tenure](#)

Review, Approval & Change History:

06/12/2017: Dean of CLAS Approved adding the following language to Unit PT statements:

For College specific requirements and guidelines, please refer to "[Section B. Process for Obtaining Evaluation Letters from External Reviewers](#)" within the College's posted policy for promotion and tenure.

03/01/2017: SPPT Review and approval of CLAS P&T policy changes.

02/14/2017: CAC review and approval on revision to Section B. on the *Process for Obtaining Evaluation Letters from External Reviewers*. to ensure procedural clarity.

06/12/2017: Updated FSRR 6.5.1

04/13/2017: Amendments to the Faculty Senate Rules and Regulations (FSRR) 6.5.1 were approved by the Faculty Senate:

Prior to the beginning of the spring semester, the Provost shall notify all faculty whose mandatory review year will be the following academic year, with copies provided to unit administrators and the dean. Upon receipt of this notice or if a faculty member requests it prior to the mandatory review year, the unit shall initiate procedures for evaluating the candidate for the award of tenure or tenure and promotion in rank.

At or before the beginning of the spring semester, the unit shall consider the qualifications of all faculty members below the rank of full professor, with a view toward possible promotion in rank during the following academic year. After considering a faculty member's qualifications, if the unit determines that those qualifications may warrant promotion in rank, or if the faculty member requests it, the unit shall initiate procedures for reviewing the faculty member for promotion to full professor. ~~After seven years in the rank of associate professor, a faculty member who believes he or she has the qualifications for promotion, despite the failure of his or her unit to initiate the review process for promotion to full professor, may initiate the promotion review process himself or herself. In such cases the unit will treat the candidate in the same way that it treats other candidates for promotion to the rank of full professor.~~

09/02/2015: Made updates to boiler plate text:

- 1) Under General Provisions, paragraph three, "Chancellor" has been changed to "next review level;"
- 2) Under Initiation of Review, the following was added, "*NOTE*: Candidates who hold joint appointments prepare only one set of promotion and tenure materials for review by both units in which they hold an appointment. The initial review units (i.e., departments, centers, etc.) shall consult with each other on their evaluations and the evaluation process, but each initial review unit must provide a separate evaluation of the candidate's performance in the unit. Please refer to the [College's Promotion and Tenure Statement](#) for detailed instructions."

3) The following was added under to paragraph concerning outside reviewers, “The committee shall give the candidate the opportunity to suggest individuals to be included or excluded from the list of reviewers. The committee, however, is responsible for using its judgment in the final selection of reviewers.

02/13/2013: Revised to include language about collaborative research

03/27/2012: Approved by the Department of English

02/22/2012: Approved by The Faculty Senate Committee on Standards and Procedures for Promotion and Tenure