An Interpretation of General Criteria on Faculty Appointment, Reappointment, Promotion, Tenure & Merit Increases, Revised August 2008 & October 2010

PREFACE

The responsibilities of the faculty of Texas Christian University are numerous and varied. At a minimum they include teaching, research/creative activity, professional service, student engagement including advising, and adherence to the AAUP Statement on Professional Ethics.

The evaluation of faculty is an ongoing process involving students, peers, and administrators; it is both objective and subjective. Ultimately, faculty evaluation is the assessment of a professional by professionals.

To assist faculty in their professional development, the academic departments and schools and colleges have criteria statements that set forth the expectations of faculty in the unit. These statements are guidelines; they are neither minimum acceptable standards nor extensions of a contract. The faculty of Texas Christian University are expected to give their best effort to fulfilling their responsibilities, not just the effort required to meet a minimum standard of performance.

Questions naturally arise concerning the weighting of the various responsibilities of a faculty member. Precision at times may be counterproductive; intent may be more meaningful. Without question, of all the responsibilities two are paramount. Most of a faculty member’s time and effort should be expended on teaching and research/creative activity regardless of the discipline. The precise percentage of time and effort is beside the point because it will vary over time. The issue is whether the vast majority of a faculty member’s time and effort is expended fulfilling the dual mission of the University; the creation and dissemination of knowledge.

Questions also arise concerning how teaching can be evaluated. Although the evaluation of teaching effectiveness may involve some subjective variables, the importance of the teaching function in a university dictates that teaching effectiveness must be evaluated. Ideally, the evaluation of teaching effectiveness should involve both peer and student assessment. At TCU, peer review is not defined solely as classroom visitation but also may include such activities as a review of course materials, a review of grade distributions, consultation with the faculty member, etc. Likewise, student assessment need not be limited to student survey instruments. It may include informal information from current and former students.

In summary, faculty members of Texas Christian University are expected to bring their best effort to fulfilling their responsibilities. Statements of expectations are available and should serve as guidelines to assist faculty in their professional development. These statements are intended to direct faculty efforts, not dictate minimum performance standards or form extensions of contracts.
GUIDELINES FOR TENURE RECOMMENDATION IN FIRST YEAR

Senior faculty hired for selected positions may be recommended for tenure in their first year of employment. Such positions include endowed chairs, named professorships, and certain administrative positions (e.g., department chair, program director). The standard calendar and procedures for the preparation of the tenure recommendation should be followed by the department/college.

GENERAL CRITERIA

The general criteria for faculty appointment, reappointment, promotion, tenure, and merit increases apply to all tenurable appointments in the College of Communication. Each faculty member is evaluated in terms of his/her achievement in the following categories.

I. Teaching
II. Scholarship and Artistry/Creative Activity
III. Advising
IV. Service to the University, Professions, and Community
V. Professional Development
VI. Professional Ethics

Satisfactory performance in all categories is expected; exemplary performance in one category will not substitute for deficient performance in another.

In addition to the statements on criteria included in the Handbook for Faculty and Staff, the Dean, Director, and the Department Chairs of the College of Communication are of the opinion that the following additions to and interpretation of stated criteria are useful in evaluating faculty in the College.

I. Teaching

A. General Criteria

The primary component of a faculty member’s role in the College of Communication is quality teaching. Each faculty member should present the basic elements of the discipline, train students to use this knowledge, and encourage them to develop appropriate skills and intellectual abilities. Students should be instructed in the acquisition of cognitive and affective knowledge of the discipline. They should be encouraged to develop basic procedures, skills, and techniques. Faculty members should instill in students what constitutes the discipline’s quality by assisting their development of analytic, applied, or artistic skills augmented with theoretical concepts and historical material where appropriate.

The two departments and school comprising the College manifest a variety of instructional modes, e.g., lecture, clinic, studio, ensemble, and the like. Because faculty-teaching assignments may include more than one mode, their teaching should be evaluated by weighing the major mode more heavily than the minor one. In the case of
equal distribution of modes, equal weighing is appropriate. The evaluation of teaching effectiveness may include a review of the instructor’s ability to: state course objectives, clearly interpret abstract ideas and theories, demonstrate respect for students, organize subject matter and courses well, give fair examinations and grades, and encourage students to think for themselves. Moreover, an effective teacher should possess a deep knowledge of the discipline and good speaking ability and/or other presentational skills.

Evidence of quality teaching must include evaluation by students, peers, department chairperson or director, and self. Evaluation by students must be represented through administration of Student Evaluation of Faculty forms. Results of this administration shall be summarized and forwarded by the department chair, or director, and the faculty member at his/her discretion may forward the full report. Evaluation by peers will usually be by tenured faculty in the faculty member’s department or, under some circumstances, it may be by a professional educator, designated by the Dean in consultation with the faculty member, who is familiar with the faculty member’s discipline. Peer review may include but is not limited to an evaluation based on (1) classroom visits, (2) analysis of course syllabi for currency, relevancy, and suitability to the course, (3) review of theses, (4) grade distribution review, (5) appropriateness of selected text(s), and (6) mastery of the pertinent body of knowledge. Each tenured faculty member’s evaluation of a peer will be submitted to the department chairperson or director. Evaluation by the department chairperson, or director, may include those dimensions listed under peer review as well as review of the student evaluations of assigned classes. Self-evaluation can be submitted by completion of a Student Evaluation of Faculty form and any narrative comment the assessed faculty member wishes to make. Completed self-evaluations will be submitted to the chairperson.

B. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the Handbook for Faculty And Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: the candidate is expected to submit evidence of an appropriate degree, to demonstrate command of an appropriate body of knowledge, to demonstrate teaching ability or show promise of that ability in the classroom, and to show the ability to work effectively with colleagues and students, or the promise of doing so.

FOR REAPPOINTMENT: the candidate is expected to demonstrate an increasing knowledge of his or her discipline, growing competency in teaching, the willingness and competence to self-assess and improve teaching, and the ability to work effectively with colleagues and students. The candidate should provide supporting evidence of continuing growth in the discipline.
2. The Senior Faculty Ranks

**ASSOCIATE PROFESSOR**

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate is expected to demonstrate competence in teaching, a general understanding of a large part of the appropriate discipline, and in-depth knowledge of one or more areas of the field. The candidate must demonstrate the willingness and ability to work effectively with colleagues and students, contributing to the academic growth of all. Note: as a general rule, five years of service as an Assistant Professor are expected before consideration for promotion to the rank of Associate Professor. Appointments to Associate Professor from outside the College will require appropriate and substantive documentation of accomplishment in teaching and of knowledge ability of the field.

FOR REAPPOINTMENT: the candidate will demonstrate willingness to continue to study the appropriate discipline(s), a concern to self assess and improve teaching, and the ability to work effectively with colleagues and students.

**PROFESSOR**

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate will demonstrate – by reputation, recognition and appropriate evaluative measures -- mastery of bodies of knowledge, competence in the classroom, and the ability to work effectively with colleagues and students. Note: as a general rule, five years of service as an Associate Professor are expected before consideration for promotion to the rank of Professor.

FOR REAPPOINTMENT: by the record of achievement, the candidate will manifest mastery within the classroom, the willingness to self assess teaching, and the ability to work effectively with students and colleagues, thus maintaining the respect of colleagues within the University and beyond. Professors should be willing and able to mentor more junior faculty toward effective teaching.

**II. SCHOLARSHIP AND ARTISTRY/CREATIVE ACTIVITY**

A. General Criteria

Each faculty member is expected to engage in significant scholarship and/or artistry/creative activity in the area of his or her specialization. Such activity should be (1) additional to assigned teaching responsibilities, (2) regularized in productivity, and (3) subjected to professional critical evaluation.

1. **SCHOLARSHIP**

Publication within referred forums constitutes primary evidence of scholarship. Examples of acceptable publication forums include, but are not limited to, journal
articles, monographs, books and book chapters. It is expected that a substantial portion of published scholarship will appear in the major forums within the individual’s discipline. While publication in the forums of related fields is encouraged, it must be in addition to, not in lieu of publication within the discipline. Multiple authorships are accepted and encouraged. However, faculty reviewed within this category must present significant evidence of independent scholarship.

Secondary evidence of scholarship is indicated by acceptance of research reports, papers, seminars, and workshops for presentation at professional meetings through open competition, invitation, and rigorous evaluation.

Both primary and secondary evidences of scholarly endeavors shall be evaluated on the basis of (1) quality, (2) forum in which work was presented, (3) quantity, and (4) frequency. The order of these bases also represents the relative value of each in the evaluation process.

a. SEVERAL INDICES OF QUALITY MAY BE USED IN THE EVALUATION OF SCHOLARLY PRODUCTIVITY.

1) Acceptance of scholarship within the discipline.

This may be exemplified by (1) having a substantial portion of one’s publication in forums within the discipline, (2) evidence of the frequency with which the individual’s work is cited by other authors, and/or (3) invited peer review of the faculty member’s works. (NOTE: The faculty member, with the approval of the departmental chairperson or director, and the concurrence of the Dean and the Vice Chancellor, may invite two colleagues external to Texas Christian University, to serve as a jury of the work submitted. One other jury member must then be appointed by the chairperson or director.)

2) Magnitude of the individual project.

Since the parameters of this criterion often vary according to professional disciplines, it is the individual faculty member’s responsibility to submit evidence appropriate to this quality indicator.

3) Relative contribution of the faculty member to the scholarly work submitted for evaluation. In cases of single authorship this indicator is clearly demonstrated. Multiple authorship suggests that the individual’s contribution decreases in importance according to the order of the authors’ names (e.g., first author contributed more than the second who contributed more than the third, etc.). Where this pattern does not accurately reflect relative contributions, the individual faculty, as supported by his/her co-authors, may submit evidence describing their individual levels of contribution.

b. ACCEPTABLE FORUMS IN WHICH SCHOLARLY WORKS APPEAR INCLUDE:

1) Professional journals – Journals within the faculty member’s discipline are most important. Publication in related fields is encouraged. Differing values are also given to differing levels of journals (e.g., international/national, regional, state, and local).

2) Books and book chapters—Evaluation of level (e.g., national or state), multiple authors, and relative importance of the presentation should be considered. Published conference proceedings are included at this level.

3) Other forums: a faculty member who submits evidence of scholarly work that is not described in any of the above forums is responsible for submitting supportive
evidence relative to (1) quality, (2) forum in which the work was presented, (3) quantity, and (4) frequency.

c. FACULTY MEMBERS ARE EXPECTED TO DEMONSTRATE AN AMOUNT OF SCHOLARLY PRODUCTIVITY APPROPRIATE TO THE PURPOSE OF THEIR EVALUATION, i.e., reappointment, promotion, tenure, and merit increases.

d. EVIDENCE OF PERIODIC AND REGULARIZED SUCCESS IN SCHOLARSHIP WOULD BE SPECIFICALLY PROVIDED BY THE INDIVIDUAL FACULTY MEMBER.

2. ARTISTRY/CREATIVE ACTIVITY

“Artistry/Creative Activity” is interpreted as the creation of original works as well as the direction of or performance in artistic productions.

Artistry/Creative Activity will be evaluated as rigorously as publications. Faculty reviewed within this category must present a high quality of performance as indicated by inclusion of works in permanent collections, acceptance of works in juried or invitational exhibitions (solo exhibitions are especially important), and success in competitions and/or festivals. Artistic success must be measured through professional critical review and/or peer evaluation within the discipline.

Artistic work produced by faculty members will be evaluated on the basis of (1) quality, (2) forum in which the work was presented, (3) quantity, and (4) frequency.

a. SEVERAL INDICES OF QUALITY MAY BE USED IN THE EVALUATION OF ARTISTIC PRODUCTIVITY

1) Acceptance of artistic works within the discipline.

This may be exemplified by (1) having a substantial portion of one’s creative work presented at a recognized forum for the particular art form, (2) evidence of frequency with which one is invited to participate in endeavors directly associated with one’s particular field of expertise and/or (3) invited peer review of the faculty member’s works. (NOTE: The faculty member, with the approval of the departmental chairperson and the concurrence of the Dean and the Vice Chancellor may invite two colleagues external to Texas Christian University to serve as a jury of the work submitted. One other jury member must then be appointed by the chairperson.).

2) Magnitude of the individual project. Since the parameters of this criterion often vary according to professional disciplines, it is the individual faculty member’s responsibility to submit evidence appropriate to this quality indicator.

3) Relative contribution of the faculty member to the artistic work submitted for evaluation. In cases of collaborative works, the individual faculty member may submit evidence describing his/her level of contribution.

b. ACCEPTABLE FORUMS IN WHICH JURIED AND INVITATIONAL ARTISTIC WORKS APPEAR AND INCLUDE:

1) Solo and group exhibitions;
2) Participation in competitions, festivals;
3) Design, direction and/or execution of artistic production;
4) Guest artist appearances, performing and/or teaching, at various levels (e.g., international, national, regional, state and local)
5) Other forums: a faculty member who submits evidence of artistic work that is not described in any of the above forums is responsible for submitting supportive evidence relative to (1) quality, (2) forum in which the work was presented, (3) quantity, and (4) frequency.

c. FACULTY MEMBERS ARE EXPECTED TO DEMONSTRATE AN AMOUNT OF ARTISTIC PRODUCTIVITY/CREATIVE ACTIVITY APPROPRIATE TO THE PURPOSE OF THEIR EVALUATION, i.e., appointment, reappointment, promotion, tenure, or merit increase.

d. EVIDENCE OF PERIODIC AND REGULARIZED SUCCESS IN ARTISTRY SHOULD BE SPECIFICALLY PROVIDED BY THE INDIVIDUAL FACULTY MEMBER. Specific review processes will be determined by the individual departments.

B. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the Handbook for Faculty and Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR

FOR APPOINTMENT: the candidate is expected to submit evidence of appropriate competencies in scholarship and/or artistry/creative activity and evidence of the ability to design and carry out a program of research and/or artistry/creative activity, or to present the promise of doing so.

FOR REAPPOINTMENT: the candidate is expected to demonstrate increasing understanding of recent developments in the discipline and growing professional competencies and achievements in scholarship and/or artistry/creative activity appropriate to the discipline and the department. Activities and achievements are to be manifested in appropriate professional and public forums.

2. The Senior Faculty Ranks

ASSOCIATE PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate is expected to demonstrate professional competence and achievement in scholarship and/or artistry/creative activity presented in the proper professional forums (publication, juried show, etc.). These achievements are expected to make original contributions to the discipline(s) of the faculty member. Such activity
must be documented. The candidate is expected to demonstrate the ability and willingness to continue productivity in the discipline. Note: as a general rule, five years of service as an Assistant Professor are expected before consideration for promotion to the rank of Associate Professor. Appointments to Associate Professor from outside the College will require substantive documentation of appropriate research activity, scholarship, publication, and/or artistry/creative activity.

FOR REAPPOINTMENT: the candidate will demonstrate increasing levels of scholarly productivity and/or artistry/creative activity, and the willingness to continue such productivity.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate for this rank will have demonstrated through reputation and by recognition the highest levels of achievement in scholarship and/or artistry/creative activity, thus commanding the respect of the academy. Professors should demonstrate their willingness to continue scholarship and/or artistry/creative activity. Note: as a general rule, five years of service as an Associate Professor are expected before consideration for promotion to the rank of Professor.

FOR REAPPOINTMENT: it is expected that the Professor will continue high levels of achievement in scholarship and/or artistry/creative activity, thus maintaining the respect and recognition due the rank within the University and beyond. Professors should be willing and able to mentor faculty in lesser ranks in productive research, scholarship, artistry, and/or creative activity.

III. ADVISING

A. General Criteria

Academic advising is an important faculty function, which encompasses both academic and career counseling. Advising activities include but are not limited to helping students plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring student progress toward graduation, supporting students with academic difficulties, suggestion possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of the University Curriculum, major, minor, and related requirements - from probationary status through credit by examination to the Honors Program. The faculty advisor must also have a thorough knowledge of advising materials and registration procedures. A faculty member who advises graduate students is expected to have an in-depth knowledge and understanding of those requirements necessary for successful completion of a graduate degree in the faculty member’s discipline within the College. Evidence of a faculty member’s quality performance in advising should include a review of not only the
accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent not only at scheduled advising periods but also in informal advising throughout the school year.

The actual evaluation of a faculty member’s dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues as well as direct student evaluations.

B. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the *Handbook for Faculty And Staff*, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

The Junior Faculty Ranks

**ASSISTANT PROFESSOR**

FOR APPOINTMENT: the candidate will demonstrate the willingness and the ability to advise students effectively, or exhibit the promise of doing so.

FOR REAPPOINTMENT: the candidate will demonstrate increasing competencies in the realm of advising and the willingness to improve effectiveness. He/she will demonstrate increasing dedication to students and their academic needs.

2. The Senior Faculty Ranks

**ASSOCIATE PROFESSOR**

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate will have demonstrated a high level of competence in advising strategies and techniques, shown through appropriate supporting documentation. The candidate should indicate the willingness to advise effectively and should substantiate the ability to work closely with students in the variety of advising situations.

FOR REAPPOINTMENT: the candidate will continue to demonstrate the willingness and ability to work with students closely and effectively in the variety of advising situations. Associate Professors are expected to guide junior faculty in effective advising strategies and techniques.

**PROFESSOR**
FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate will demonstrate, through supporting documentation, the admiration of students and colleagues for effective advising. Professors should be willing to continue growth as an advisor and to assume a leadership role within the department to guide junior faculty toward more effective advising.

FOR REAPPOINTMENT: Professors will show the highest levels of competency in the advising process, dedication to their students, the willingness to continue advising activities at a high level of commitment, and the desire to guide or supervise the growth of other faculty toward effective advising.

IV. SERVICE TO THE UNIVERSITY, TO THE PROFESSION, AND TO THE COMMUNITY

A. General Criteria

Service to the university, to the profession, and to the community is an integral aspect of faculty responsibility. Faculty members should actively seek and willingly respond to calls for their service within the university, the profession, and the community. This statement recognizes that individual faculty members will have different inclinations and interests and that service in all three of the above areas may not always be equally shared or distributed.

Evaluation of service should include consideration of:
1. Committee memberships;
2. Committees chaired;
3. Scope and complexity of a given committee assignment;
4. Contribution to professional meeting;
5. Contribution to community activity(ies);
6. Conducting clinics, workshops;
7. Adjudicating festivals, competitions;
8. Consulting or editorial services;
9. Lecture or speaking invitations;
10. Appearances before appropriate associations;
11. Participation on boards of directors;
12. Other responsibilities accepted of a service nature within the university, profession, or community

B. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the Handbook for Faculty And Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

1. The Junior Faculty Ranks

ASSISTANT PROFESSOR
FOR APPOINTMENT: the candidate should show the willingness to engage in appropriate service activities for the department, college, university, community, and professions, within the bounds of effective time management.

FOR REAPPOINTMENT: the candidate should show increasing levels of engagement in service activities, which bring credit to him/her, the department, the college and the university. It is expected that one of more services activities will be at the college or university level, e.g., Faculty Senate, a College or University Committee appointment, making a Public Service Announcement for broadcast.

2. The Senior Faculty Ranks

ASSOCIATE PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: the candidate will have shown a prior commitment to departmental, college, university, community, and professional service activities at TCU or elsewhere. Associate Professors will demonstrate a willingness to engage in an increasing commitment to such activities, and to assume leadership within these obligations and responsibilities.

FOR REAPPOINTMENT: the candidate should show a willingness to volunteer for and accept appropriately increasing commitments to and leadership in service responsibilities, for the benefit of the department, college, university, community, and professions.

PROFESSOR

FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate should demonstrate by his/her reputation the respect within the university and beyond brought by distinguished service contributions. The candidate should demonstrate the willingness and ability to increase leadership roles in service within the university and beyond.

FOR REAPPOINTMENT: the candidate will have demonstrated a continuing commitment to service activities for the benefit of the department, college, university, community, and professions. Such activities enhance the character of Texas Christian University.

V. CONTINUED PROFESSIONAL DEVELOPMENT

A. General Criteria

Faculty members are expected to keep themselves abreast of the times in professional knowledge, skills, and developments within their discipline and fields of specialization. They should actively pursue programs of study and self-development
related to their principal subjects of instruction and should continue to cultivate their interests and professional competencies.

Evaluation of professional development may include consideration of:
1. Accumulation of continuing education credits;
2. Receipt of research and faculty development grants;
3. Receipt of post-doctoral fellowship;
4. Receipt of professional certification of license;
5. Attendance at professional meetings and workshops.
Faculty members may submit evidence of professional development in categories listed above.

B. Guidelines for Appointment, Reappointment, Promotion, Tenure & Merit Increases

The following qualifications and criteria, in accordance with the Handbook for Faculty And Staff, provide the basis for appointment, reappointment, promotion, tenure and merit increases within the College of Communication.

1. The Junior Faculty Ranks

**ASSISTANT PROFESSOR**

FOR APPOINTMENT: candidates will demonstrate a commitment to appropriate professional development.

FOR REAPPOINTMENT: candidates will show increasing activities in professional development and, consequently, continued growth in appropriate professional knowledge and skills. Candidates should demonstrate the ability to focus their professional development toward goals and objectives, which can be assessed.

2. The Senior Faculty Ranks

**ASSOCIATE PROFESSOR**

FOR APPOINTMENT OR PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR: candidates will have demonstrated the outcomes of their professional development activities and will show a commitment to further growth of knowledge and skills within their discipline and field(s) of specialization.

FOR REAPPOINTMENT: by his/her activities, the Associate Professor will cultivate professional interests and areas of study to increasing levels of sophistication and knowledge ability.

**PROFESSOR**
FOR APPOINTMENT OR PROMOTION TO THE RANK OF PROFESSOR: the candidate will demonstrate an outstanding command of the skills, knowledge, and competencies generated through focused efforts of professional growth and development. Candidates will indicate a willingness to continue professional development and the leadership, which enhances the character of Texas Christian University.

FOR REAPPOINTMENT: by reputation and respect, the Professor will show continuing leadership in professional development, which brings credit to the University and beyond.

VII. PROFESSIONAL ETHICS STATEMENT

A. General Criteria
Faculty members are expected to adhere and respect the higher ideals and ethics of the profession. In keeping with responsibilities of the profession at every academic level, the College of Communication expects each faculty and staff member to uphold the “Statement on Professional Ethics” that is printed in the Handbook for Faculty and Staff.

ADDENDUM

STANDARDIZED LIST OF TERMS AND DEFINITIONS FOR USE IN THE MERIT REVIEW PROCESS

The following terms have been approved by the Graduate School of Texas Christian University (1) to assist individuals submitting credentials for appointment, reappointment and promotion and for evaluation of tenure and merit increases; and (2) to assist those who will review such materials. Note: the Dean and Department Chairs of the College of Fine Arts & Communication have approved the use of the term “artistry/creative activity” to stand for “creative activity,” where appropriate [December 1994].

*IN PROGRESS*: A research/creative/activity project in which the individual is currently engaged but which has not been submitted to the peer review process necessary for publication/presentation.

*SUBMITTED*: A research/creative activity project which is currently under the peer review process necessary for publication/presentation but for which no final decision (i.e., to accept or reject) has been made. (Note: must be supportable with
appropriate documentation)

**IN PRESS:** A research/creative activity project which has been accepted in its final form through the peer review process necessary for publication/presentation but which has not yet appeared (i.e., been published) or occurred (i.e., been presented). (Note: must be supportable with appropriate documentation)

**PUBLISHED:** A research/creative activity project, which has appeared in a public forum (e.g., refereed journal or book for research; juried presentation for creative activity).