DEPARTMENT TENURE AND PROMOTION GUIDELINES

DEPARTMENT OF THEATRE & DANCE

Revised May 2010

The material contained in the Tenure and Promotion Guidelines for the Department of Theatre and Dance is consistent with the policies of the University and the Tennessee Board of Regents, but has been tailored to the demands of the discipline.

I. OVERVIEW

The quality of the faculty of any university is maintained primarily through the appraisal, by competent faculty and administrative officers, of each candidate for tenure and promotion.

Tenure at The University of Memphis provides certain full-time faculty with the assurance of continued employment during the academic year until retirement, or dismissal for adequate cause, financial exigency, or curricular reasons. Tenure does not confer the right to teach during the summer sessions, nor a guarantee of any specific salary. Tenure and/or promotion to a higher academic rank can be awarded only by the Tennessee Board of Regents upon the recommendation of the President of the University. No other individual or entity may confer tenure or promotion to a higher academic rank at the University.

The tenure and promotion process begins at the department level and requires an understanding of the objectives and aims, not only of the department or appropriate academic unit, but also of the College and University. Criteria to aid in making these appraisals have been formulated by the individual departments and academic units, the individual colleges, the University, and the Tennessee Board of Regents. Departmental and College criteria are consistent with the policies of the University and the Tennessee Board of Regents, but are tailored to the demands of the specific discipline and are designed to allow each department to maintain the degree of specialization in its faculty that the profession requires. Departmental criteria are approved by the Dean, Provost, and President. College criteria are approved by the Provost and President.

Written guidelines are kept on file in the departmental office and will be distributed to faculty when they join the Department, when they come up for mid-tenure review, and when they apply for tenure and promotion. Guidelines will be redistributed to all affected faculty members whenever they are revised and are available on the Web.

In addition to departmental criteria, administrative criteria such as enrollment patterns and trends, curricular changes, program development, financial consideration and rank distribution, are considered in tenure and promotion decisions. Therefore, a decision to deny tenure or deny promotion does not necessarily mean that faculty member’s work or conduct has been unsatisfactory.

A. The Primary Goals of the Department are to provide:

1. **Public education** designed to enrich the intellectual competence and achievement of the populace it serves (primarily students from the Mid-South geographic region)
2. **An academic environment** for educational, creative and scholarly pursuits

3. **Professionally oriented education and training** which emerges from a Liberal Arts context

4. **Cultural and public service programs** to improve and sustain the quality of life of the urban community in which we exist

5. **Resources to the academic and public communities** such as flow from an institution dedicated to the discovery, acquisition, dissemination, and preservation of knowledge

B. **The Principal Objectives of the Department are:**

1. To provide **levels of educational opportunity** for theatre education and training. To this end we offer the B.F.A. and M.F.A. degrees, each degree having its own educational objectives. We wish to serve as the major theatre arts educational resource in the region, available to students with a wide variety of academic and artistic preparation and a diversity of educational goals. We do not, however, propose to offer conservatory styled programs.

2. To provide students with a **comprehensive base of knowledge**, appropriate to the educational level, which will allow them to function as educated persons as well as theatre artists and practitioners.

3. To provide students with a set of **professional standards, attitudes, and competencies** which will allow them to function productively in the theatre profession.

4. To provide **intellectual and creative challenges**, appropriate to the educational level, which will foster artistic development and stimulate independent thinking.

5. To develop in the students a sense of **personal confidence** derived from successful practical experience at the appropriate developmental levels.

6. To provide students with a **responsive “feedback” and support network** which will assist them in developing not only an accurate self image but also techniques for maximizing their effectiveness in the profession.

7. To provide an educational environment which is conducive to **peer interaction and stimulation** while at the same time providing for a measure of **personal attention**. To this end we wish to sustain moderate populations in the B.F.A. and M.F.A. programs.

8. To provide **an effective faculty**, one which draws creative and artistic sustenance from its environment, in order to serve the educational and developmental needs of its students.

9. To provide students with sufficient physical resources and administrative structure to service their educational and developmental needs.

10. To provide the Memphis community, and the Mid–South region (western Tennessee, eastern Arkansas, and northern Mississippi), with a valuable **cultural**
and educational resource.

C. General Philosophy Regarding Tenure and Promotion Criteria

1. Teaching and Mentoring

Effective teaching is an essential qualification for tenure and promotion, neither of which will be granted in the absence of clear evidence of a candidate's teaching ability and potential for continual development. Excellence in teaching is a strong recommendation for promotion, although it cannot be considered in isolation from scholarship and service.

Teaching in a university setting can occur in a number of varied contexts. The nature of the disciplines of theatre and dance provides extensive opportunities for teaching outside the context of the classroom as well as inside. Evaluation of the candidate’s general teaching effectiveness will take into account these varied contexts.

In assessing the candidate’s performance in the classroom, consideration will be given to teaching effectiveness at various levels of instruction, such as that designated by graduate, upper division, and lower division courses, and in various types of classroom settings, such as lecture courses, small seminars, and laboratory courses. In assessing the candidate’s effectiveness outside the classroom, consideration will also be given to teaching contexts which are essential in the disciplines of theatre and dance. Representative activities include: (1) the teaching that occurs within the context of the rehearsal and production process in the academic setting; (2) the artistic guidance and supervision of M.F.A. candidates’ qualifiers and production practicum; (3) the evaluation of B.F.A. candidates in regular performance auditions and portfolio reviews; (4) the supervision and evaluation of individual student special projects; (5) one-to-one consultations and/or coaching sessions preparing students for current season productions in the Department of Theatre and Dance or outside the University and for local, regional, and national auditions, competitions, and conferences.

2. Research

Typically, the research activity of faculty members in the Department of Theatre and Dance involves creative research in artistic performance and production: choreography and dance performance; stage direction and stage performance; design and technical production in the areas of scenery, properties, lighting, sound, costuming, and technical direction. Other research activities in the disciplines of theatre and dance include scholarly publication of articles, chapters, or books; scholarly or professional lectures, seminars, and workshops; and presentations of papers and workshops at professional meetings. It is important both in the area of creative and academic scholarship that the significance of the venues and selection criteria for participation be described. A wide variety of other activities may also be involved in research appropriate to the disciplines of theatre and dance. Among many possibilities are research activities that involve application of professional expertise to the solution of practical problems as well as cross-disciplinary activities.
in scholarship; pedagogy; graphic design; film, video, and audio production; and
creative writing, such as the composition or adaptation of stage scripts.

In evaluating research activity, the Tenure and Promotion Committee will be asked
to make judgments concerning the quantity, quality, significance, usefulness, and
creativity of the work. In artistic projects which have involved more than one
person, the Committee will consider the effectiveness of the artist in a collaborative
context.

3. Service

Faculty members in the Department of Theatre and Dance are expected to perform
service for the institution, the profession, and/or the community which relates to the
expertise and creativity of each faculty member or to the needs of the Department,
College, or University.

Service activities may involve a variety of contexts. Within the Department, the
College, and the University, service typically involves activities such as performing
administrative duties, serving on appointed or elected committees, developing new
or existing programs, academic advising, and consulting. Within the fields of
theatre and dance, service typically involves activities in local, regional, or national
professional organizations. The nature of the disciplines of theatre and dance also
provides extensive and unique opportunities for service activities within the
community. “Community” can refer to the public generally or to specific
organizations within the community such as elementary and secondary schools, arts
organizations, professional organizations or societies, civic groups, and charitable
organizations. Community outreach is valued as contributing to the stated urban
mission of the University of Memphis.

II. ANNUAL REVIEWS/EVALUATIONS

A faculty member’s annual evaluations by the Chair are a core part of the materials
considered for the faculty member’s tenure and promotion review. The submission of
cumulative annual evaluations and the integration of information from the annual reviews
into the tenure and promotion documentation is a key element of tenure and promotion
review.

A. Evaluation by Chairs

The Tennessee Board of Regents requires that department Chairs evaluate the faculty in
their departments annually and that the results of these evaluations be used as a basis for
decisions relating to tenure, promotion, recommendations for salary increases and other
personnel actions, including decisions regarding renewal of tenure-track appointments.
Each department develops, and revises when appropriate, criteria to be considered in the
evaluation of its faculty members’ activities and responsibilities. The departmental
criteria and any departmental procedures for evaluation are approved by the Dean of the
College and the Provost. This information is distributed to all new faculty and to all
current faculty whenever a revision is approved. The University’s standard faculty
evaluation instrument and planning document are available in the Office of the Provost
or may be accessed on-line at
http://www.people.memphis.edu/~acadafflib/personnelservice.
The annual review process is conducted in the spring semester and consists of two parts: (1) a review of the faculty member’s accomplishments during the prior calendar year, using the previously agreed upon plan of activities for that year as the basis of the review, and (2) establishing a plan of activities for the next year, or for a longer period when appropriate. The review will consider the faculty member’s performance in all areas that further the mission of the University, including teaching and advising, research and other scholarly or creative activity, public and university service.

Any review of a faculty member’s professional performance should be conducted with the full knowledge of the faculty member, should allow the faculty member to be informed of the findings prior to the transmittal of the conclusions of the review, and should allow the faculty member to verify that the review has been based on full and complete information.

B. Faculty Planning

During the spring semester, all faculty members submit a current curriculum vita, a narrative of their accomplishments during the past year (i.e., faculty activity report), and their plans for the upcoming year to their department Chair (or other appropriate head of their academic unit if there is no department Chair). The Chair receives copies of student evaluations for each course that the faculty member has taught during the evaluation period and may also obtain peer input as discussed herein. Both the faculty member and the Chair should obtain and include appropriate, similar information from any other relevant department(s) whenever the faculty member is involved in interdisciplinary activities. Generally, the faculty member’s accomplishments over only the prior calendar year are considered in the annual review, although a two- or three-year period of activities may be considered when appropriate.

The departmental Chair reviews the material and then prepares a narrative and an evaluation in a Faculty Evaluation and Planning Report. The Chair provides an overall evaluation of the faculty member’s performance by assigning one of the following five performance categories: (a) exceptional performance, (b) very good performance, (c) good performance, (d) improvement needed, and (e) failure to meet responsibilities. The Chair must provide written specifics for ratings of “improvement needed” and “failure to meet responsibilities.” The Chair’s overall rating should take into account a balance of all the faculty member’s activities.

The departmental Chair uses the annual review process as the primary mechanism for evaluating faculty, for giving specific feedback to faculty on their performance, and for making recommendations on how to improve performance consistent with the department’s and/or academic unit’s goals in areas of teaching, scholarship, outreach, and service. It is recommended that each department and school refer to the tenure and promotion guidelines as a guide to expectations for continued faculty performance. Faculty planning, both short and long term, begins in the spring during the annual review process. This is a joint endeavor carried out by the faculty member and Chair, with results acceptable to both; the plan will take into account academic freedom and the departmental or academic unit’s mission. Faculty planning, begun during the annual review process in the spring, is finalized in a formal planning report and submitted at the beginning of the fall semester. Faculty, however, have the option of revising their initial plan prior to formalizing the fall planning document. Informal meetings between the
Chair and each faculty member may be necessary to finalize the planning report. The Chair’s signature on the planning report indicates the appropriateness of the faculty member’s plan.

C. Curriculum Vitae

The University of Memphis uses a standard curriculum vitae form available on disk in Microsoft Word format from the Office of Academic Personnel Services, Administration 405. The form can also be accessed in the same format at www.people.memphis.edu/~acadafflib/cv.doc. Faculty members must submit an on-line copy of their updated vitae each spring as part of their annual evaluation, and are encouraged to update these vitae throughout the year. The Department Chair, Dean and Provost will have access to these on-line documents, as will affect faculty members.

D. Student Evaluations

Student evaluations are required for every section of every course, including summer sessions taught by University of Memphis faculty members including full-time and part-time instructors and graduate teaching assistants. Faculty members must include student evaluations (presently submitted online and called SETE) with applications for tenure and promotion.

E. Internal Peer Review of Teaching

An internal peer review of teaching is required for the mid-tenure review as well as the application for tenure and promotion.

Untenured faculty are expected to invite a tenured faculty member into one class per semester. A tenured candidate applying for promotion must include four class visitation reports from tenured faculty in their dossier; these evaluations must come from classes taught in the three years immediately preceding application submission.

The candidate may choose the course to be reviewed, but is encouraged to choose a variety of class formats for review (lecture, studio, etc.) The class observer will choose the particular class to visit. At the beginning of the semester, the class instructor should give the class observer a syllabus and class calendar for the course to be visited. The class observer will then select from the calendar an appropriate class to visit. The observer must remain in the class for the entire class period.

The department faculty must do their best to make themselves available for these reviews. In order to complete a comprehensive review of the candidate, the class observer will use the Guidelines listed below under VII. Documentation and Evaluation for Tenure and Promotion Effectiveness in: A. Teaching and Mentoring. The form used by the observer for the class observation response is available from the department.

The class observer will give a copy of the evaluation to the candidate and to the chair of the department Tenure and Promotion Committee. The candidate should include these evaluations in the dossier submitted for mid-tenure review and for tenure and/or promotion. The candidate should also submit these evaluations for the annual evaluation by the chair.

F  Peer Input
Department Chairs are encouraged to seek peer input regarding faculty members as a part of the evaluation process. The form of such input may vary from discussions between the Chair and the faculty to formal committees. Examples of successful peer input in various departments include: formal input from a representative group of faculty either appointed by the Chair or selected by the faculty; formal input from a rotating group of tenured faculty; formal input from the departmental Tenure and Promotion Committee; and discussions between the Chair and each faculty member in the department. In all of these models, documentation should be reviewed by peers. When a formal committee is used, its makeup should reflect the Department’s diversity and be as widely inclusive as possible; its membership should rotate among faculty members through the use of staggered terms. Although the majority of the committee members should be tenured, untenured faculty may also serve as members. When part of the annual review process, internal peer review committees within departments may also participate in planning with individual faculty members, evaluate faculty’s annual performance, and provide evaluations to department Chairs.

G Faculty Evaluation and Planning Report

Subject to the approval of the Dean and the Provost, each department may develop a set of procedures to be followed, criteria to be considered, and forms to be used in the evaluation of a faculty member’s activities and responsibilities. A sample instrument, which may be used or modified, is available in the Office of the Provost.

Department Chairs and others with evaluative and developmental responsibilities will be provided institutional support upon request (through the Office of the Provost) in devising strategies for evaluating, collecting and interpreting data, and acquiring reference materials.

After the Chair has completed and signed the annual Faculty Evaluation and Planning Report, he or she will transmit the form to the faculty member. The faculty member is given an opportunity to read, sign, and/or offer a written response to the document. The Chair also may respond in writing to the written comments of the faculty member, and a copy of all such attachments will be included with the evaluation documents when forwarded to the Dean of the College for review and when placed in the faculty members’ personnel file maintained by the Office of Academic Personnel Services. A faculty member’s failure to sign the annual Faculty Evaluation and Planning Report will not invalidate the results of the evaluation, but faculty members are encouraged to include comments and/or responses to the evaluation whenever the faculty member disagrees with the results of the evaluation.

Each institution’s evaluation system must be designed to ensure that both formative and summative information is provided to determine which individuals should participate in appropriate faculty development program(s). If it is determined that faculty development is needed, opportunities to address the need for improvement will be provided. Failure either to participate in a recommended program or to otherwise attain a required level of performance or credential may justify appropriate administrative action (Tennessee Board of Regents memorandum dated January 8, 1992).

H Role of Evaluation in Renewal of Tenure-Track Appointments and Tenure and Promotion Decisions
Evaluations may be considered in determining whether to renew a faculty member’s tenure track appointment. The Department Chair may use the annual evaluation and review process as an opportunity to counsel tenure-track faculty during their probationary period. The mid-tenure review, discussed below, provides an additional opportunity for counseling tenure track faculty regarding any areas of concern and becomes a part of the faculty member’s application for tenure.

Because a faculty member’s annual evaluations and mid-tenure review are a core part of the materials considered for the faculty member’s tenure and promotion review, copies of these evaluations and review should be included in the tenure and promotion file of all tenure-track faculty.

Evaluation of a faculty member’s performance constitutes only one aspect of the final recommendation on tenure or promotion. In addition to evaluation, the administrative assessment of need, enrollment trends, financial resources, rank distribution, and other such matters will also be considered in the recommendation to promote or tenure.

### III. MID-TENURE REVIEWS

Individual departments and academic units, with the involvement of their Dean, will conduct a major evaluation of untenured faculty in tenure track positions prior to their eligibility to apply for tenure. The purpose of the review is to provide the Department Tenure and Promotion Committee, the Chair, the Dean and the faculty member with information about her/his progress toward tenure and promotion. This evaluation is typically near the end of the faculty member’s third year and is conducted by the Tenure and Promotion Committee and the Chair. Each faculty member is responsible for presenting documentation (dossier) of contributions and accomplishments according to departmental or academic unit, college, and university guidelines. These materials are reviewed by the tenure committee of the department, by the Chair and by the Dean. The candidate is subsequently provided with information about his or her progress toward successful application for tenure.

#### A. Procedures

The procedure for the mid-tenure review should be the same as that used by the department for tenure and promotion review, with the exception of solicitation of letters from external peer reviewers. Deliberations and discussions of dossiers will take place in committee meetings. Each candidate’s accomplishments should be evaluated with respect to quality as well as quantity within the context of the candidate’s roles and responsibilities. The dossier for the mid-tenure review should be the same as the one for tenure and promotion, with the exception of letters from external peer reviewers. The format of The University of Memphis Tenure and Promotion dossier example should be used and contain information documenting evidence of quality in instruction, scholarship, and outreach/service (the term scholarship will be used to encompass research and creative activity). The inclusion of non-essential documents is discouraged.

#### B. Evaluation Criteria

The evaluation criteria for the quality of a faculty member’s mid-tenure accomplishments should be the same as those used for promotion to Associate Professor with tenure. The University criteria relate to the institution’s traditional missions: instruction, scholarship, and outreach/service. The candidate should have also
demonstrated a willingness to work with colleagues in supporting the goals and missions of the Department, College, and University. The candidate should refer to the Faculty Handbook section entitled “Evaluation” for more detailed information about evaluation criteria.

Each department should determine the level of instructional effectiveness, scholarship and outreach/service activities that are appropriate to support its particular goals and missions, consistent with College and University criteria.

C. Feedback

The Committee Chair will prepare a written report based on the recommendation of the Tenure and Promotion Committee members that is submitted to the Department Chair or equivalent. The report should specify the Department’s criteria and, in particular, discuss both the strengths and weaknesses of the faculty member’s accomplishments in instruction, scholarship, and outreach/service. The report should provide meaningful feedback and direction to the faculty member to assist in planning and organizing subsequent work activities.

The Department Chair will prepare a written report that addresses the strengths and weaknesses of the faculty member’s accomplishments in instruction, scholarship, and outreach/service.

A copy of the two reports will be presented to the faculty member. The Tenure and Promotion Committee Chair, the Department Chair or equivalent, will meet with the candidate to discuss the reports. The faculty member may write a brief statement in response to the discussions and reports obtained from the Department Tenure and Promotion Committee and the Department Chair. The purpose of this response is to allow the faculty member the opportunity to address any concerns or inaccuracies in the reports. The faculty member may also describe plans for addressing concerns raised during the mid-tenure review. In addition, the response ensures that all participants in the process understand the nature and context of the feedback, thereby minimizing miscommunication. The candidate’s dossier, the recommendations made by the Department Tenure and Promotion Committee and the Department Chair, and the candidate’s response (if any) constitute the candidate’s file. The Chair is responsible for forwarding the candidate’s file to the Dean.

The Dean shall then prepare a written report and, as necessary, may meet with the candidate to discuss the results of the third-year review.

IV. ELIGIBILITY FOR TENURE

Candidates for tenure must meet the requirements for the rank of Associate Professor. The granting of tenure, however, merits considerations above and beyond those relevant for making recommendations concerning professional rank. The candidate should not assume a right to tenure. Rather, tenure recommendations involve judgments about a candidate's potential for future growth and a candidate’s role in relation to projections concerning the Department's present and future priorities and needs. These considerations go beyond the expectation of achievement in research or artistic production. At the time of the tenure decision, the candidate must demonstrate his or her significance to the ongoing life of the Department.
The following considerations are relevant to recommendations concerning tenure:

1. The candidate's competency as a college teacher and demonstrated excellence in some aspect or form of teaching;
2. The candidate's research, scholarship or artistic accomplishments;
3. The candidate's pattern of continued growth and development;
4. The candidate's performance of assigned Department responsibilities;
5. The candidate's willingness to perform needed Department services and functions;
6. The candidate's willingness and ability to work constructively with colleagues and students;
7. The relationship of candidate's abilities and knowledge to the Department's present and future needs and priorities;
8. The constructiveness of the candidate's contribution to the growth and development of the Department.

A faculty member with the rank of assistant professor or higher who has completed a six-year probationary period (unless otherwise prescribed in writing and approved by the Dean and Provost) must make application for tenure. The faculty member must notify the Chair of the Department of his / her intention to apply in the spring of the fifth year to facilitate external peer reviews. The completed dossier should be submitted in the fall semester of the sixth year. Candidates for tenure must meet eligibility requirements for promotion to associate professor or have already attained that rank. Stated another way, the minimum qualifications for tenure are equal to or exceed those for promotion to associate professor.

Tenure applications receive one of two responses: tenure may be granted; or tenure may be denied. Re-application for tenure is not possible and the seventh year, or other final year following application for tenure, will be terminal if tenure is denied.

Faculty holding temporary appointments are not eligible for tenure. Also, faculty may not be tenured in an administrative position. A faculty member will retain tenure in their former faculty position when appointed to an administrative position, and those otherwise eligible for tenure and who also hold an administrative position may earn tenure in the faculty position only.

V. CRITERIA FOR PROMOTION

Faculty members may apply for promotion whenever they believe they meet the established criteria. However, faculty members are advised, but not required, to confer with their Department Chair before submitting applications for promotion.

A. Criteria for Promotion to Assistant Professor

To be eligible for promotion to Assistant Professor or to be hired at the rank of Assistant Professor a candidate must have a terminal degree or equivalent professional credentials in his or her field. The Department of Theatre and Dance, in accordance with our professional accrediting organization, the National Association of Schools of Theatre,
recognizes the M.F.A., D.F.A., and Ph.D. as terminal degrees. Exceptions to the minimum qualifications for the rank of Assistant Professor can be recommended by the President to the Tennessee Board of Regents if the applicant’s performance has been exemplary in some way.

Candidate must evidence potential ability in instruction and/or public service and/or research.

Candidate for promotion to Assistant Professor must evidence good character, mature attitude, and professional integrity.

B. Criteria for Promotion to Associate Professor

Candidate must have demonstrated a commitment to and competence in teaching, research, and service and have achieved recognition of excellence in one or more aspects of these areas related to their specialization.

Candidate for the rank of Associate Professor is expected to have met the requirements for, and have been in rank as, Assistant Professor for at least five years, but tenure in rank alone is no argument for promotion.

Candidate must present documented evidence of high quality professional productivity which is leading to national recognition in the academic discipline.

Candidate must also have demonstrated the ability to direct student research and/or performances or productions.

Candidate for promotion to Associate Professor must evidence good character, mature attitude, and professional integrity.

C. Criteria for Promotion to Full Professor

Candidate must present documented evidence of ability in instruction and/or public service and/or research.

Candidate must have earned a doctorate or equivalent terminal degree (e.g. M.F.A.) from an accredited institution in the instructional discipline or related area plus at least ten years appropriate professional experience (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree) in the instructional discipline or related area. Tenure in rank alone, however, is no argument for promotion.

Candidate must present documented evidence of sustained high quality professional productivity and national recognition in the academic discipline.

Candidate for promotion to Full Professor must evidence good character, mature attitude, and professional integrity.

The absence of teaching excellence and superior contribution to student development or the absence of scholarly or creative activity may prevent advancement to full professor. Since there is no higher rank, promotion to professor is taken with great care and requires a level of achievement substantively beyond that required for associate professor. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the University and the larger academic community.
VI. APPLICATION PROCESS

A. Preparing for Tenure and Promotion

Candidates for tenure and/or promotion should work closely with their department Chairs to define goals and to establish documented evidence of effectiveness to be sure that they are meeting the obligations and performing at the level of expectation of the department, college, and University. “Physical” evidence of effectiveness should include items such as syllabi, student evaluations, and selected course materials to support teaching; copies of published articles or books, or written reviews and evaluations by qualified peers of the candidate’s performances, compositions, and artistic creations to document scholarship; and documentation of service and outreach activities. All such evidence becomes part of the faculty member’s ongoing and continuously updated file (dossier), the specific content of which will vary according to discipline.

B. Procedures for Tenure and Promotion

As previously stated, the tenure and promotion process begins at the departmental or other academic unit level with review of the candidate’s application by the Tenure and Promotion Committee. This committee forwards its recommendations to the Department Chair or other appropriate head of an academic unit, who then reviews the application and forwards both the committee’s and his/her recommendation to the College. The application is then reviewed at the College level by the College Tenure and Promotion Committee; followed by a recommendation from the Dean. All four recommendations are subsequently forwarded to the Provost. In the event that a Chair/head of an academic unit or a Dean is not available to make a recommendation on a tenure or promotion application, the Provost may appoint a substitute from within the appropriate college or accept the application for consideration without such recommendation. The office of the Provost will provide all potential candidates with a calendar for Tenure and Promotion indicating schedules and deadlines.

C. Department Committee

Candidates for tenure and/or promotion should submit their applications and supporting papers to their Department Chair, who will transmit the documents directly to the Department’s Tenure and Promotion Committee. This committee will evaluate the candidate’s accomplishments, applying to them all relevant criteria (Tennessee Board of Regents, University, College and Department). The judgment and assessment of the candidate’s application for tenure by the faculty at the department level is critical because of their familiarity with the candidates and their knowledge of the qualifications necessary for their particular discipline. The departmental committee will return the applications and supporting papers to the Department Chair / head of academic unit along with its written rationale for those recommendations.

D. Department Committee Composition

The Department Tenure and Promotion Committee consists of a committee of the whole of tenured Associate and Full Professors. For promotion to the rank of Full Professor, only a subcommittee of tenured Full Professors will make the recommendations. The Committee will elect its own Chair. A person who wishes to be considered for promotion or tenure will not be eligible to serve on either the departmental or the
College Committee. Voting will be by secret ballot, and the exact outcome of the vote will be recorded on the recommendation form.

The faculty of the Department of Theatre and Dance will elect one member to serve a term of one year as representative to the College Tenure and Promotion Committee. Voting will be by secret ballot administered by the Department Chair and Administrative Associate.

*Single Participation:* No faculty member can participate or vote in deliberations involving the same individual at more than one Tenure and Promotion Committee level, including the University Tenure and Promotion Appeals Committee, in a given academic year. Therefore, the individual elected to the College Tenure and Promotion Committee may vote only at the departmental level.

**E. Department Chair**

The Department Chair will make an independent evaluation of the candidate’s file, make further recommendations, and then, in cases involving promotion only, meet with the candidate to transmit the recommendations which the committee and the Chair have made and reasons for those recommendations. When the Chair meets with the candidate being considered for tenure (and possibly also promotion), he/she should restrict his/her conversation to the recommendations that have been made, but should not, at this time, address the reasons for the recommendations. Application for promotion may be withdrawn at this point.

The major share of the responsibility for appraising a candidate is the responsibility of the Department Chair and the Department committee, who must determine not only present qualifications for tenure and promotion, but also determine the potential for development, an important consideration if the vitality of the University is to be maintained. The appraisal must be more than a mere review of the candidate’s activities in teaching, research, and service; it must be a thorough evaluation of these activities, supported by substantial evidence.

If a Department Chair is being considered for promotion or tenure, the recommendation of the Department committee will be transmitted directly to the College Dean.

**F. Dossiers**

Candidates who are not sure what to include in their dossiers or how to organize the material are encouraged to seek help from their Chairs and colleagues, particularly those who have served on Tenure and Promotion Committees. However, the following recommendations represent a general set of procedures designed to establish a minimal degree of uniformity across colleges and schools. Variability may occur among colleges in the implementation of these recommendations due to differences in the structure and/or size of colleges and schools. Candidates prepare dossiers for review in consultation with the Department Chair. The materials specified in The University of Memphis example dossier must be included.

(APPLICANT’S FULL NAME)

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Tab I. SUMMARY OF RECOMMENDATIONS
Recommendation Signature Page
Appointment History (see p 109 of Faculty Handbook for form)

Tab II. COLLEGE/SCHOOL RECOMMENDATION
Statement from the Dean
Statement from the College/School Committee

Tab III. DEPARTMENT/AREA RECOMMENDATION (if applicable)
Statement from the Department Chair/Area Head
Statement from the Department/Area Committee

Tab IV. EXTERNAL EVALUATIONS
External Peer Evaluations
Summary of Credentials of External Evaluators (see p 110 of Faculty Handbook for sample form)
Copy of Solicitation Letter to External Evaluators (see p 112 of Faculty Handbook for sample form)
(See section entitled “External Peer Reviews”)

Tab V. INTERNAL EVALUATIONS
Initial Appointment Letter
Annual Evaluations
Third-Year Evaluation by Department and any candidate response
Third-Year Evaluation by College (if applicable)

Tab VI. INSTRUCTION
Summary of Teaching Responsibilities/Philosophy (normally two to three pages)
Summary of Student Evaluations (see p 113 of Faculty Handbook for form)
Peer Evaluation(s) of Teaching
Honors and Awards

Tab VII. RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY
Brief Summary of Accomplishments and Plans (normally two to three pages)
Internal Grants and Contracts
External Grants and Contracts
Peer Evaluation(s) of Research/Scholarship/Creative Activity
Honors and Awards
Tab VIII. SERVICE/OUTREACH/ADVISING/MENTORING/ ADMINISTRATION

Brief Summary of Responsibilities and Accomplishments
Internal Grants and Contracts
External Grants and Contracts
Peer Evaluation(s) of Service/Advising/Mentoring/Administration
Honors and Awards

Tab IX. UNIVERSITY Curriculum Vitae

Tab X. OTHER PERTINENT INFORMATION

C. Applications

Requests for change of status in applications for tenure and promotion are addressed in a letter to the department Chair. No form is specified for this letter, yet it should be concise and complete as possible. Accompanying the letter should be one copy of all documents as described in the Section entitled “Dossier” (link) that the candidate believes will strengthen and support the application. Great care should be taken in the preparation of the dossier. The dossier may be amended, edited or refined by the candidate, or upon the advise of the Department’s Tenure and Promotion Committee, at any time prior to the final vote by this committee. This requirement insures that each reviewing authority will examine exactly the same evidence in making decisions on tenure and/ or promotion application.

D. External Peer Review

Tenure and promotion to associate or full professor require external peer review. The purpose of external peer reviews is solely to provide an informed, objective evaluation of the quality of the scholarship, research or creative activity of the candidate. It is expected that the external reviewers will be selected from peer or comparable institutions with national reputations in the faculty member’s discipline. Such reviews place a burden on the usually busy schedules of the evaluators. In order to obtain external reviews in a timely manner, the process of developing the lists of external reviewers, as described below, should be initiated during the Spring semester preceding the Fall tenure and promotion process.

The candidate shall develop a list, normally four to eight names, of recommended peer reviewers from outside the University. The candidate may also submit a list (with justifications) of persons who may pose a conflict for consideration by the Chairs of the Department and the Department Tenure and Promotion Committee. In addition, the Chairs of the Department and the Department Tenure and Promotion Committee will develop a list of outside peer reviewers. The Chairs must select some of the names suggested by the candidate. The Department is solely responsible for supplementing the candidate’s list with additional reviewers. The dossier should contain at least four external reviews. If it is not possible to obtain four reviews, the reasons must be documented at the departmental level. For each reviewer, there should be an accompanying brief paragraph identifying her/his credentials and a statement regarding the nature of the relationship to the candidate (if any). The external reviewers are expected to provide informed, objective evaluations rather than testimonials. Therefore, no more than one external reviewer can be a past mentor or collaborator.
All reviewers should receive the same materials for evaluation; if not, an explanation should be included. Peer reviewers who have agreed to write letters of evaluation should be sent the following: the candidate’s curriculum vitae and a letter from the Department Chair to the reviewer, including a request for a written response to the question: “How do you assess the quality of the scholarly and/or creative activity of the candidate;” a deadline for the written response; and a statement that the State of Tennessee has an Open Records Law and that the candidate has access to the outside peer evaluation document.

In addition to the minimum University requirements listed in the paragraph above, the contents of the packet sent to external peer reviewers for the Department of Theatre & Dance must include the same information contained in the Research and Scholarly / Creative Activities section of the dossier (see Section VII.B.).

Upon receipt of the letters from the external reviewers, the Department Tenure and Promotion Committee deliberates and prepares a written recommendation regarding the candidate’s application. The recommendation shall clearly assess the candidate’s qualifications and indicate whether the candidate’s application meets the Department, College and University criteria for promotion and/or tenure.

**NOTE:** In the case of live performance, outside peer review is acknowledged to be problematic. The temporal and spatial nature of both theatre and dance requires that the viewer be present. (Although videotapes, photographs, audiotapes, and slides may provide a record of the performance or production, they cannot act as substitutes for the event itself.) Depending on both the circumstances and the nature of the candidate’s research, either on-site visitation or off-site review of documentation may be involved.

**VII. DOCUMENTATION AND EVALUATION FOR TENURE AND PROMOTION EFFECTIVENESS IN:**

**A. Teaching and Mentoring**

1. In making judgments about teaching performance, the Chair and Tenure and Promotion Committee will use internal peer review of teaching evaluations, and may also use classroom visitation, student evaluations (SETE) and interviews with present and former students. In evaluating teaching performance, the Department Chair and Tenure and Promotion Committee will attempt to ascertain the following:

   a. Command of subject matter;
   b. Record of continued growth and development in area of specialization and assigned responsibility;
   c. Ability to organize subject matter and present it in a logical and meaningful way;
   d. Ability to relate effectively to students;
   e. Ability to motivate students and stimulate student creativity;
   f. Creative use of innovative teaching methods; curricular or program innovations and development;
g. Standards for and expectations of students;

h. Fairness and objectivity in instructional procedures;

i. Effectiveness of teaching as evidenced by the quality of student work.

2. For the period of years to be evaluated in the tenure and promotion review, it is expected that the candidate will include in the documentation of teaching activities the following items:

a. A statement of teaching philosophy reflecting the candidate’s teaching objectives, methods, and accomplishments and reflecting the contribution of teaching accomplishments to the academic goals of the Department;

b. A list of all courses taught by the candidate at The University of Memphis and elsewhere;

c. Representative course materials for the above courses (e.g. course syllabi, assignments, examinations, bibliographies, etc.);

d. Systematic student evaluations for each course each semester, including summer sessions (candidate need only submit the Summary Sheet for each course—see p. 113 of Faculty Handbook for form);

e. An account of supervision of student projects and other forms of mentoring students (for instance, academic advising, serving on B.F.A. advisory committees for performance auditions and portfolio reviews, serving on M.F.A. candidate advisory committees, preparation of students for productions, competitions, auditions, etc.);

f. Peer evaluation(s) of teaching from present and former colleagues;

g. Honors and awards received for teaching merit;

h. Grade distributions for courses taught, and, if desired, an assessment of the relationship of grade distribution to the nature of the course.

3. Additional types of documentation which are relevant to the evaluation of teaching performance may include:

a. Support testimony from present and former students regarding the faculty member’s contributions to their academic development and/or subsequent career;

b. Samples of students' work (tangible products of students’ performance and production work may include live presentations, videotape, audiotape, sketches, slides, renderings, technical drawings, models, etc.; samples of academic work may include copies of student papers, original play scripts or stage adaptations, or special projects);

c. Explanatory list of post-course activities or career successes of former students which relate directly to subject and skills taught by instructor;

d. Pedagogical scholarship including creative and effective use of innovative teaching methods and curricular innovations;

e. A brief narrative summary of the trends and perceptions evident in student evaluation forms for the past five year period.
B. Research and Scholarly/ Creative Activities

1. For the period of years to be evaluated in the tenure and promotion review, it is expected that the candidate will include in the documentation of research and scholarly/creative activities the following items:

   a. A list of all the candidate's research produced and in progress;

   b. A self-evaluation of research activities reflecting objectives, methods, and accomplishments;

   c. A self-evaluation reflecting collaborative influence in projects involving more than one person;

   Note: Typically, theatre and dance projects require collaboration among various artists, and evidence of one’s collaborative influence on the direction and final outcome of the project may not be self-evident. The candidate is asked, therefore, to specify his or her part in the project and to illustrate collaborative influence in the success of the project.

   d. A self-evaluation reflecting the significance of research activity to the mission of the Department of Theatre and Dance, to the discipline and/or the profession;

   e. Information (significance and acceptance criteria) concerning the venues, journals, etc., in which the research was presented;

   f. Evidence of influence of research activities;

   g. Reviews of productions, performances, concerts, books, articles, etc.;

   h. Honors, awards, and formal recognition for research;

   i. Internal and / or External Grants and Contracts received for research / scholarship / creative activity;

   j. Tangible products of research (e.g. live performance and production; documentation (e.g. slides, recordings) of live performances and productions; copies of published articles, chapters, or books; sketches, renderings, models, and technical drawings);

   k. Peer evaluation(s) of research/scholarship/creative activity (e.g. narrative critiques by peers and respected assessors of the intangible achievements
and values which are a distinctive element of a live performance art form).

C. Professionally Related Service

1. Types of professionally related service includes the following:
   a. Service to the University; e.g., participation and leadership roles in departmental, college or school and university committees; participation in university governance;
   b. Administrative service; advising students; recruitment activities; service to student organizations; other related activities;
   c. Service to one’s discipline; e.g., memberships and leadership roles in professional organizations at state, regional, or national levels;
d. Service to the larger society; e.g., presentations related to the discipline; professional advice and counsel to groups or individuals; other types of service, particularly in the University’s service area.

2. For the period of years to be evaluated in the tenure and promotion review, it is expected that the candidate will include in the documentation of service activities the following items:
   a. A list of all service activities performed or being performed for the Department of Theatre and Dance, the College of Communications and Fine Arts, The University of Memphis, the disciplines of theatre and dance, and the community;
   b. Internal and / or External Grants and Contracts received for service / outreach / administration;
   c. Peer evaluation(s) of service / advising / mentoring / administration;
   d. Honors and awards received for service / outreach / advising / mentoring / administration;
   e. A self-evaluation of service activities reflecting significance of the candidate’s contributions.

   Note: It will be especially important to know the extent of the candidate’s involvement and the leadership asserted in cited service activities. It is important to know also the significance of the service and what happened as a result of the candidate’s involvement. What difference did it make for what and for whom? What was required of the candidate to perform the service?

3. Additional types of documentation which are relevant to the evaluation of the quantity and quality of service activities may include:
   a. Support testimony from others participating in the service activity;
   b. Support testimony from those for whom the service was performed;
   c. Representative materials such as programs, newspaper articles, or tangible products of service activity such as videotapes, recordings, photos or slides.

D. Other Factors for Consideration

Other types of evidence and examples of documentation that may be considered include the following:

Professional growth; e.g., courses taken for credit, courses audited, seminars attended and independent study activities (much of this evidence will be submitted on the section on teaching, service, research, and scholarly/creative activity.
VIII. MODIFICATION OF T&P GUIDELINES

A. Review and Modification.

These guidelines will be reviewed at any time by the request of a full-time faculty member in the Department or as charged by the Dean, Provost, or upper administrator. Changes in the guidelines should not be undertaken lightly, and require a 2/3 (two-thirds) majority approval of the entire tenure track faculty of the Theatre & Dance Department, both tenured and untenured.
<table>
<thead>
<tr>
<th>STEP</th>
<th>Responsibility</th>
<th>Action</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Candidate</td>
<td>Written notification to Chair of Intent to Apply for Tenure and/or Promotion</td>
<td>March 15</td>
</tr>
<tr>
<td>2</td>
<td>Chair</td>
<td>Notify faculty to elect Chair of T&amp;P Committee. If insufficient size, identify additional members (in consultation with Candidate and T&amp;P Committee)</td>
<td>April 1</td>
</tr>
<tr>
<td>3</td>
<td>Department Committee, Candidate, Chair</td>
<td>Independently develop a list of potential external reviews</td>
<td>Late Spring Semester</td>
</tr>
<tr>
<td>4</td>
<td>P&amp;T Committee Chair</td>
<td>In consultation with the Chair finalize a list of reviewers and solicit their agreement to review the candidate’s materials</td>
<td>End of Spring Semester</td>
</tr>
<tr>
<td>5</td>
<td>Candidate</td>
<td>Develop a packet of research materials and vitae to submit to external reviewers</td>
<td>June</td>
</tr>
<tr>
<td>6</td>
<td>Chair</td>
<td>Send letter, candidate’s materials, and P&amp;T Guidelines to reviewers</td>
<td>July 15</td>
</tr>
<tr>
<td>7</td>
<td>Candidate</td>
<td>Complete Dossier (following University, College and Department guidelines and calendar); submit to Chair of Department</td>
<td>September 8</td>
</tr>
<tr>
<td>8</td>
<td>Chair</td>
<td>Collect all materials (Candidate’s Dossier, External Review Letters, Vitae,) Submit to P&amp;T Committee</td>
<td>September</td>
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<tr>
<td>9</td>
<td>T&amp;P Committee Chair</td>
<td>Schedule and lead Department T&amp;P Committee review meetings; draft committee recommendation for member review; finalize; submit Committee recommendation with all materials to Chair</td>
<td>September / October</td>
</tr>
<tr>
<td>10</td>
<td>Chair</td>
<td>Independently review candidate’s dossier and reviews and provide recommendation; provide rationale for selection of external reviews (and outside members of the division’s P&amp;T committee, if applicable); Submit to CFA Dean’s Office</td>
<td>October</td>
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