



THE UNIVERSITY OF
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College of Education

The University of Memphis

College of Education

**Department of Instruction and Curriculum
Leadership**

Tenure and Promotion Policy and Procedures

2015

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Introduction

This document contains criteria and guidelines for the tenure and promotion process in the Department of Instruction and Curriculum Leadership that are in alignment with the university guidelines on tenure and promotion that can be found at the University of Memphis Provost's web site: <http://www.memphis.edu/aa/resources/facres/tenurepromotion/index.php>. Each guideline reflects a purpose or goal of the department and provides a structure for a fair and consistent evaluation of faculty in the department. Each candidate for tenure and/or promotion will be provided with a current, written copy of these guidelines for the purpose of submitting an organized dossier pertinent to the awarding of tenure and/or promotion.

Faculty members should note that the areas of instruction, scholarship, service, are each important in the determination of promotion and tenure; but in any one period, university, college, and department goals and priorities may change. It is the faculty member's responsibility to keep current with university, college, and department goals and priorities. The University of Memphis website is one source of current information on the tenure and promotion process.

Every faculty member, irrespective of particular status, is entitled to academic freedom. Each is also entitled to the university's system of due process. These safeguards offer each faculty member security from violations of academic freedom and from arbitrary decisions with regard to tenure and promotion.

Department Objectives

Activities for the Department of Instruction and Curriculum Leadership derive primarily from the following objectives:

- To contribute research to that body of knowledge that supports the area of instruction and curriculum in a wide variety of school, classroom, university, and related settings.
- To advise and instruct students in a manner that demonstrates efficient and effective teaching and learning.
- To provide and maintain high quality graduate and undergraduate programs and curricula in order to fulfill requirements leading to degrees offered by the department, college, and university.
- To provide professional service to community, state, region, and nation consistent with the goals and objectives of the department, college, and university.

Composition and Function of the Committee on Tenure and Promotion

There will be one department committee to advise the department chair on matters of tenure and promotion. The committee is called the *Committee on Tenure and Promotion*.

Composition of the Committee on Tenure and Promotion. The committee consists of all tenured associate professors and professors. For promotion to professor, the subcommittee of tenured professors will make the recommendations. Faculty members seeking tenure or promotion are ineligible to serve on the committee. The committee will annually elect a chairperson who will conduct the business of the committee.

Functions of the Committee on Tenure and Promotion. The committee will:

1. 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.
2. Return the applications and supporting papers to the department chair/head of academic unit along with its recommendations and reasons for those recommendations.
3. Review the materials of the probationary faculty as a part of the mid-tenure review process and submit information to the chair regarding the faculty member's progress toward application for tenure.

Election of Departmental Representative to the COE T and P Committee

A member of the Department of Instruction and Curriculum Leadership will be elected to the college tenure and promotion committee for a two-year term that begins in the fall semester and ends at the conclusion of the full summer session. This person must be a tenured, full professor holding full graduate faculty status. A second member will be elected for a one-year term every three years (this one-year position rotates among COE departments). The member receiving the highest number of votes will serve on the college committee for a period of one academic year. If for any reason this person cannot serve, the department chair will conduct a special election to select an alternate from the remaining eligible faculty. Voting at the department level must be by secret ballot and ballots must be retained by the department chairs.

Single Participation and Voting

In compliance with university policy, COE T and P Committee members cannot vote on candidates from their departments. Committee members will vote for those candidates at the departmental level. However, COE T and P Committee members may participate in

discussions concerning candidates from their home departments. Votes of the COE T & P Committee are taken by secret ballot.

Procedures for Applying for Tenure and Promotion

The Department Chair and the Committee on Tenure and Promotion will follow the procedures described below to ensure a fair, consistent and accurate assessment of each candidate for tenure and promotion.

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 chair of the department and the department tenure and promotion committee. In addition, the chair of the department and the department's Committee on Tenure and Promotion, will develop a list of outside peer reviewers. The chair 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. Though not an absolute requirement, it is also expected that faculty of superior rank will review faculty of lower rank. For example, full professors should review applicants for promotion to professor.

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.

Note: These are minimum requirements and should be interpreted to mean that additional materials related to scholarly activity may be necessary. The materials sent to a reviewer should enable her/him to assess the scholarship of the candidate in an objective fashion.

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.

Deliberation Procedures

1. The committee will review, discuss, evaluate and vote on each candidate's application for tenure and/or promotion.
2. The committee's deliberations will be objective and based on the criteria for tenure and promotion outlined in this and other university documents. The discussions will be held in strict confidence.
3. The committee will prepare a final recommendation report for each candidate. These recommendations will be submitted to the department chair.
4. The final committee vote taken by secret ballot will be reported to the department chair along with the committee's recommendations. All committee members must be present and all committee members must vote. A simple majority of votes is required for a positive recommendation. The following statement, or one similar to it, will be used to convey the committee's vote to the department chair:

The recommendation for tenure is affirmative
(yes) _____, negative (no) _____

The recommendation for promotion is affirmative
(yes) _____, negative (no) _____

Tenure Reporting Procedures

The department chair will make his/her recommendations after receiving a report from the Committee on Tenure and Promotion. The department chair may consult with the committee chair for clarification but cannot send the advisory report back to the committee for reconsideration. The chair will inform the dean of his/her recommendation in a written report along with the report from the Committee on Tenure and Promotion.

The department chair will evaluate 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. In promotional situations the chair is free to discuss his/her recommendations. Application for promotion may be withdrawn at this point.

If the chair is being considered for tenure or promotion, the recommendation of the department committee will be transmitted directly to the college dean.

Criteria for use by the Committee on Tenure and Promotion

Department criteria relate to the institution's three traditional missions: teaching, scholarship, and service. These three activities are interrelated and may span more than one mission. 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 continued development. Excellence in teaching is a strong recommendation for both tenure and promotion, though it cannot be considered in isolation from scholarship and service.

All factual information relative to candidate's teaching should be available at the time they are considered for tenure and promotion. Evidence of teaching excellence should include, but is not limited to, the following: command of subject matter; ability to organize and present subject matter in a logical and meaningful way; ability to motivate undergraduates; and ability to stimulate creativity in graduate students.

Documentation of teaching should routinely include: statement of teaching philosophy; course materials; systematic student evaluations (including all SIRS/SETE individual response sheets) for each course each semester, including the summer and the previous spring semester; grade distributions, plus any comments the faculty member chooses to make about the relation between the grade distribution and the nature of the course; and evidence of supervision of student projects and other forms of student mentorships. Additional types of documentation can be considered such as: open-ended or other student input; student products; teaching recognition; teaching scholarship; peer input; evidence of professional development in teaching; evidence of disciplinary or interdisciplinary program or curricular development; alumni surveys and student exit interviews; and other evidence of excellence in teaching or mentoring, or both.

Candidates for tenure and promotion must present evidence of their research and scholarly activities. Such evidence should cite books, journal articles, monographs, creative activity, performances, or exhibitions and must accompany the application for promotion and tenure. The scholarship of teaching goes beyond doing a good job in the classroom; creative teachers should organize, record, and document their efforts in such a way that their colleagues may share their contributions to the art of teaching. Appropriate textbooks or educational articles in one's own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching. Please see the section titled "Documenting for Tenure and Promotion" in the Faculty Handbook for further details.

The publication of research in refereed journals or media of similar quality is considered a reliable indication of scholarly ability. In most disciplines, evidence of national recognition is considered the most important criterion in evaluating scholarship for promotion to full professor. Evidence of potential for national recognition is considered the most important criterion in evaluating scholarship for promotion to associate professor. Professional scholarly papers presented at international, national, or regional meetings may be appropriate in conjunction with publications in refereed journals. Written reviews and evaluations by qualified peers, either in person or aided by other forms of reports, or both, are appropriate for performances,

compositions, and other artistic creations. Books published by reputable firms and articles in refereed journals, reviewed by recognized scholars, are more significant than those that are not subjected to such rigorous examination. It should be emphasized that quality is more important than quantity. Multi-authored publications must be accompanied by an attribution statement or other information stating the role and degree of effort on the part of the candidate in each publication. When possible, information about the review process, journal acceptance rates, citation rates, and impact factors should be included. If this information is not available, the candidate should describe the journal. This is to provide the T & P Committees, department chair, and dean a clear and definitive picture of the scholarly work of the author.

Service is a term encompassing a faculty member's activities in one of three areas: outreach or public service, institutional service, and professional service.

The *outreach or public service* function of The University of Memphis is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the University. A vital component of the University's mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.

Institutional service refers to work other than teaching and scholarship done at the department, college, or university level. A certain amount of such service is expected of every faculty member; indeed, the University could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. Institutional service includes, but is not limited to, serving on departmental committees, advising students, and participating in college and university committees. Academic advising of students is an important aspect of the University citizenship and will be taken into account in faculty evaluations. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a university-wide student organization, and membership on a university search committee.

Professional service refers to the work done for organizations related to one's discipline or to the teaching profession generally. Service to the profession includes association leadership, journal editorships, article and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is impossible to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.

The collegiality of the faculty member should be considered in all tenure and promotion decisions. It, however, should not be considered as a separate evaluative criterion; rather it should be considered in the context of the candidate's teaching, scholarship/research, and service/outreach.

Engaged Scholarship

The *Faculty Handbook* includes "engaged scholarship" in the criteria for tenure and promotion. A working definition of "engaged scholarship" is scholarship that (1) engages faculty members (and possibly students) in a collaborative and sustained manner with urban, regional, state, national and/or global communities; (2) conceptualizes "community groups" as all those outside of academe; (3) requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation; and (4) results in products such as conventional peer reviewed publications, collaborative reports, documentation of impact, and continuing external funding.

ICL Position on Engaged Scholarship

Instruction and Curriculum Leadership resides within an urban research institution, and seeks to serve its local, state, regional, national, and global communities in a number of ways.

Vital to this mission is scholarship that addresses the concerns and opportunities of these communities. Such scholarship:

- involves intellectually rigorous projects that engage faculty members in a collaborative and sustained manner with those communities;
- works to solve the problems of and further the interests of those communities; and
- results in external funding, peer-reviewed publications, peer-reviewed collaborative reports, and other peer-reviewed documents, where peers are defined as the constituency for whom the product is produced.

Documenting for Tenure and Promotion

Effectiveness in Teaching and Mentoring. Types of evidence for effectiveness in teaching and mentoring include the following:

- Command of the subject
- Ability to organize and present subject matter in a logical and meaningful way
- Ability to motivate undergraduates
- Ability to stimulate creativity in graduate students
- Creative and effective use of innovative teaching methods and curricular innovations

Examples of documentation for teaching and mentoring include the following:

- Statement of teaching philosophy
- Course materials
- Systematic student evaluations for each course each semester (including summer and previous spring)

- Grade distribution (and comments, if desired, about relationship of grades and nature of course)
- Evidence of supervision of student projects and other forms of mentorships
- Evaluation by department chairs
- Comments of peers
- Teaching awards

Effectiveness in Research and Scholarly/Creative Activities. Types of evidence and documentation for effectiveness in research and scholarly/ creative activities include the following:

- Publications: e.g., appropriate textbooks, books or chapters in books, articles in refereed journals, monographs, refereed and non-refereed conference proceedings, book reviews and other related items, written reviews and evaluations by qualified peers.
- Papers presented: e.g., papers presented at local, state, regional, national and international professional meetings (significance of the content and selection process should be considered in the process of reviewing such presentations).
- Performances or exhibitions: e.g., performances or exhibitions that are invited or juried by nationally or regionally recognized members or groups within the discipline.
- Research in progress; e.g., verification of stages or development for research in progress is mandatory.
- Contributions to the art of teaching; e.g., appropriate textbooks or education articles in peer review forum, development of computer software or audiovisual media, etc.

Professionally Related Service. Types of evidence and documentation for professionally related services include the following:

- Service to the University; e.g., participation and leadership roles in departmental, college or school and university committees; participation in university governance; administrative service; advising students; recruitment activities; service to student organizations; other related activities
- Service to one's discipline; e.g., memberships and leadership roles in professional organizations at state, regional, or national levels.
- 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.

Other Factors for Consideration. Other types of evidence and examples of documentation that may be considered include the following:

- Collegiality. Collegiality is an intrinsic part of the review of any candidate. It should not, however, be considered apart from teaching, scholarship/research, and service. Rather, it should be considered to be essential to the role that the faculty member plays in each of the areas.

- 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).

Submission guidelines

The faculty member has the responsibility of submitting data pertinent to his/her application for tenure and/or promotion in the areas of teaching, research, and service. In addition, the candidate needs to indicate the quality and significance of this information for local, state, regional, national, or international applications. Inaccurate information jeopardizes the outcome of the tenure and/or promotion process.

Dossier

- The preparation of the dossier is the responsibility of the faculty member. In preparing the dossier the candidates may seek help from their chairs and colleagues, particularly those who have served on tenure and promotion committees.
- Each candidate for Tenure and Promotion will present a representative file of his/her teaching activities, research/scholarly accomplishments and services/outreach activities. An appropriate and a reflective narrative should accompany each section.
- Each candidate will submit these data in a UM Drive online folder provided by the Dean's Office devoted to teaching activities, research/scholarly activities, and service/outreach activities.
- Each candidate should include samples of exemplary activities in each of the relevant categories (teaching, research, and service).
- The UM Drive online folder will be made available at each of the three levels (Department, College and Dean's Office).
- The applicant's UM Drive online folder will be forwarded to the Provost following review at the first **three** levels.
- The dossier should be organized as follows:

- 1.1 SUMMARY OF RECOMMENDATIONS
Recommendations Signature Page
Appointment History
- 2.1 & 2.2 COLLEGE/SCHOOL RECOMMENDATION
Statement from the Dean (2.1)
Statement from the College/School Committee (2.2)
- 3.1 & 3.2 DEPARTMENT/AREA RECOMMENDATION
Statement from the Department Chair/Area Head (3.1)
Statement from the Department/Area Committee (3.2)

- 4.1-4.3 **EXTERNAL EVALUATIONS**
 Copy of Solicitation Letter to External Evaluators (4.3)
 Summary of Credentials of External Evaluators (4.2)
 External Peer Evaluations (4.1A, 4.1B, etc)
- 5.1-5.4 **INTERNAL EVALUATIONS**
 Initial Appointment Letter (5.1)
 Annual Evaluations (5.2A, 5.2B, etc)
 Mid-tenure Evaluation Statement by Department Cmtee (5.3)
 Mid-Tenure Evaluation Statement by Dept. Chair (5.4)
- 6.1-6.5 **INSTRUCTION**
 Summary of Teaching Responsibilities/Philosophy (normally two to three pages) (6.1)
 Summary of Student Evaluations (6.2 and/or 6.3)
 Peer Evaluations of Teaching (6.4)
 Honors and Awards (6.5)
- 7.1-7.5 **Research/Scholarship/Creative Activity**
 Brief Summary of Accomplishments and Plans (normally two to three pages) (7.1)
 Internal Grants and Contract (7.2)
 External Grants and Contracts (7.3)
 Peer Evaluation(s) of Research/Scholarship Creative Activity (7.4)
 Honors and Awards (7.5)
- 8.1-8.5 **SERVICE/OUTREACH/ADVISING/MENTORING/
 ADMINISTRATION**
 Brief Summary of Responsibilities and Accomplishments (8.1)
 Internal Grants and Contracts (8.2)
 External Grants and Contracts (8.3)
 Peer Evaluation(s) of Service/Advising/Mentoring/Administration (8.4)
 Honors and Awards (8.5)
- 9.1 **UNIVERSITY Curriculum Vitae**
- 10.1 &10.2 **List of Supplemental Materials (10.1) & Supplemental Materials (10.2)**

Documentation of Evaluations for Untenured Faculty

The Department Chair will maintain an on-going record of the annual and mid-term evaluations of all untenured faculty. This record will include: dates, listing of materials submitted for review, and copies of all written feedback. Untenured faculty are responsible for submitting the above documentation (VI, VII, VIII), appropriate for their year of evaluation on time. Faculty will not be contacted for omitted or late materials.

Mid-term Evaluations for Untenured Faculty

In the Fall semester, the department chair will notify untenured faculty, who are beginning the third year or who will be applying for tenure within the next three years due to credit received for prior service, of the dates for the mid-term evaluation process. Dossiers will be submitted to the department chair on February 1. Dossier format for submitted materials will be the same as that used for tenure and promotion consideration; with the exception that the review will remain in the department and will not involve external peer review. The department chair will meet with the candidate to provide feedback from the review. The results of the review will be sent to the dean.

Clinical Faculty Promotion Procedures

Clinical faculty appointments are non-tenure track appointments, which may be assigned the ranks clinical assistant professor, clinical associate professor, and clinical professor. Clinical faculty members are full time faculty who may be engaged in teaching, clinical training, student supervision, program development, and/or other areas of practical application. In addition, qualified clinical faculty may participate in appropriate grant activities, thesis and/or dissertation committees, and other professional and/or scholarly activities.

There is expectation that Clinical Faculty will be involved in research, service, and advisement activities in addition to teaching. Clinical faculty may be assigned in one or more of these areas as indicated in their annual contract.

Appointment of Clinical Faculty. Clinical faculty must possess an appropriate graduate degree and extensive experience in the field to which they are appointed. The selection process for the appointment is determined by the Dean of the College of Education in consultation with department chairs. Clinical faculty will not be able to use years in clinical appointments toward tenure in the event they move on to a tenure line.

Eligibility for Consideration for Promotion. Full-time clinical faculty are eligible for promotion consideration by the College Tenure and Promotion when they have served in their current rank for at least three years.

Criteria for Evaluation and Promotion. Clinical faculty serving on non-tenured line contracts will be evaluated for promotion based upon the success in their assigned responsibilities. Clinical faculty are initially appointed at any academic rank as long as the faculty member fulfills the requirements. The minimum requirements for promotion to the respective clinical faculty ranks are:

- **Clinical Associate Professor**
 - Consistent evidence of:
 - excellence in teaching.

- Satisfactory and competent supervision of program/curriculum development and/or other assigned duties.
 - Evidence of appropriate participation professional development and professional activities.
 - Evidence of substantial and successful involvement in professional activities (e.g., presentations at professional conferences, committee involvement in professional organizations, service as a program reviewer or on a journal editorial review board, grant activity, scholarly writings).
 - A set of positive external reviews.
- **Clinical Professor:**
 - Evidence of excellence and sustained leadership in teaching, supervision, program/curriculum development, and/or other academic activities.
 - Evidence of excellence in professional development and professional experiences.
 - Evidence of excellence and effective leadership in professional activities (e.g., presentations at professional conferences, committee involvement in professional organizations, service as a program reviewer or on a journal editorial review board, grant activity, scholarly writings).
 - A set of positive external reviews.

Listed below are some sources for excellence in the areas of teaching, scholarship and service considered by the College Tenure and Promotion Committee in recommending promotion of clinical professors.

- **Teaching**
 - Excellent student evaluations of teaching performance
 - Excellent rating in teaching from peer evaluations.
 - Excellent rating in teaching from supervisor.
 - Satisfactory participation on theses/ practica committees.
 - Development/revision of new courses/instructional materials
 - Initiation and submission of grant or funding applications to support teaching and/or development of new instructional materials
 - Presentations on clinical/instructional issues at scholarly meetings
 - Receipt of honors or awards for clinical/instructional accomplishments
 - Advisement of students
 - Clinical teaching to develop clinical expertise in applied critical thinking in evaluation and management of clinical services
 - Evidence of activities to improve teaching/clinical effectiveness
 - Teaching awards or other professional recognition.
- **Scholarship**
 - Publication in peer reviewed research or clinical publications
 - Publication of books, chapters, textbooks

- Receipt of intramural or extramural research grants or contracts as principal investigator or investigator
 - Publication of papers in proceedings
 - Presentation of papers at professional conferences
 - Submission of extramural research grant or contract applications as principal investigator or investigator
 - Book editor
- **Service**
 - Service on department/School committees
 - Service to professional associations/societies
 - Presentations to community professional groups
 - Serving on community advisory boards, councils
 - Receipt of honors or awards for service accomplishments
 - Provision of clinical services to clients

Procedures for Promotion Application. The promotion of clinical faculty to a higher rank should include the following elements at the departmental level and then be forwarded to the College of Education Tenure and Promotion Committee for review and recommendation:

- **General Guidelines:** Clinical faculty review is an independent process from the tenure-track faculty review process of the College Tenure and Promotion Committee.
- **Candidate's Dossier:** A candidate's dossier will include a statement (typically not to exceed three pages on goals, philosophies, strategies, and emphases in carrying out his/her professional responsibilities in each area of assigned responsibility (i.e., teaching, research, and service). The purpose of this statement is to provide a context for review of the file at each level: (1) a current curriculum vitae, (2) evidence of quality performance in the areas of assigned responsibility including and percentage of effort, but not limited to teaching, professional leadership, program development, and/or scholarship, (3) A recommendation by the department chair, (4) A recommendation from the department Tenure and Promotion Committee, and (5) copies of the applicant's annual evaluations and annual contracts..
- **External Reviews:** The Department Chair will select a minimum of three reviewers external to the department, college or university. One reviewer is to be selected in consultation with the candidate; the other two to be selected in consultation with departmental faculty within the candidate's area of expertise. These external reviews should be selected based on the clinical faculty candidate's assignment and responsibilities. The external reviews shall be considered as one piece of information needed to make a determination for promotion. An appropriate part of the candidate's dossier and job description will be submitted to external reviewers

College Tenure and Promotion Review Process. The College Tenure and Promotion Committee will review applications for clinical faculty promotion at the same times as those on tenure lines. After review of all materials contained in the dossiers the committee will forward to the Dean of the College of Education its recommendations for approval or denial of the application.