



College of Education

**The University of Memphis**  
**College of Education**  
**Promotion and Tenure Policy and Procedures**

**2023**

---

# College of Education

## Promotion and Tenure Policy and Procedures

2023

### Overview

The quality of the College of Education (COE) faculty is maintained primarily through the appraisal, by competent faculty and administrative officers, of each candidate for promotion and tenure. 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. However, tenure does not confer the right to teach during the summer sessions nor a guarantee of any specific salary. Promotion and/or tenure to a higher academic rank can be awarded only by the University of Memphis Board of Trustees upon the university's president's recommendation. No other individual or entity may confer promotion or tenure to a higher academic rank at the university.

The COE promotion and tenure process begins at the departmental level, requires an understanding of the objectives, and aims, not only of the department or appropriate academic the college and university. Criteria for these appraisals are formulated by individual departments, the college, the university, and the University of Memphis Board of Trustees. The College of Education departmental and college criteria are consistent with the policies of the university and the University of Memphis Board of Trustees. The College of Education's departmental criteria are tailored to the demands of the specific discipline and are designed to allow each department to maintain the degree of specialization its faculty that the profession requires. Departmental criteria are approved by the COE Dean and the COE Promotion and Tenure (P & T) Committee. The COE criteria are reviewable by the university provost and president.

### The College of Education Promotion and Tenure Committee

The College of Education P & T Committee receives recommendations for candidates for promotion and/or tenure from the COE departments, departmental P & T Committees, and department chairs. The committee reviews documents and dossiers, examines department committee and chair recommendations, and then votes on the merits of each candidate for promotion and/or tenure. The committee ensures that each candidate's accomplishments have been viewed through all relevant college criteria. The committee forwards the outcome of the promotion/tenure vote along with a set of reasons contained in a letter to the Dean of the COE for review and recommendations to the university provost.

### Committee Membership

Membership on the COE P & T Committee is restricted to tenured full or associate professors holding current full graduate faculty status. For promotion to full professor, only full professors on the committee may vote. Members of the committee may not be considered for promotion during their tenure on the committee.

Serving members may not vote on candidates when a conflict of interest exists between that member and a candidate.

Each department will elect one member to serve on the committee for a two-year term. Another committee member will be elected by departments on a yearly rotating schedule. The rotating member will be elected by the department in the order of CEPR, ICL, and LEAD. The Dean will appoint two members at large. Terms will begin in the fall semester and end at the conclusion of the academic year. At the beginning of each academic year, the Dean or Dean's designee shall inform department chairs of committee members needing to rotate off the COE P & T Committee. If an elected member cannot finish his/her term, the chair of the faculty member's home department will conduct a special election to select an alternate from the remaining eligible faculty.

### **Eligibility for Promotion**

A typical tenure-track faculty career begins with a full-time appointment as a tenure-track assistant professor with a probationary period of six years. The probationary faculty member will apply for tenure during the sixth year. Tenured associate professors may apply for promotion to full professor after at least five years at the rank of associate. Before applying for promotion, faculty should consult with their department chair during the first month of the academic year.

### **Eligibility for Tenure**

A tenure line faculty member with the rank of assistant professor or higher who has completed a full-time appointment as a tenure-track assistant professor with a probationary period of six years. The probationary faculty member will apply for tenure during the sixth year (unless otherwise prescribed in writing and approved by the dean and provost). Application for tenure 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. Assistant professors recommended for tenure must also be promoted 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 with clinical/research professor appointments or temporary contracts are not eligible for tenure.

Faculty not recommended for promotion and/or tenure by the provost has the right to appeal the provost's recommendation under the promotion and tenure appeals procedures described in Appendix B.2 of the 2022 University Faculty Handbook.

### **Fast-track Tenure Appointments**

At the specific request of the provost and/or president, the P & T Committee may be specially convened to approve/disapprove a candidate for immediate tenure. Instances of this fast-track

policy may include the case of newly hired senior university academic administrator or faculty.

Criteria used in the regular promotion and tenure process are used in the immediate tenure process. The dossier review will be similar.

**Requests for Early Promotion and Tenure:**

Early promotion and tenure are not the norm and are considered only in exceptional circumstances and for compelling reasons. Requests for early tenure should be negotiated upon hire and approved by the Dean of the College and Provost. Additionally, faculty approved for early tenure upon hire must complete the Mid-tenure review.

## **COE Promotion and Tenure Committee Single Participation and Voting**

In compliance with university policy, COE P & T Committee members cannot vote on candidates from their department because they have already voted for them at the departmental level. However, COE P & T Committee members may participate in discussions concerning candidates from their home departments.

Votes of the COE P & T Committee members are taken by secret ballot. The ballots are forwarded to the Dean of the COE. Voting at the departmental level must also be by secret ballot and ballots must be retained by the department chairs.

## **Notification of Votes to Candidates**

The department chair will notify candidates for promotion and/or tenure of the voting recommendations of the department committee and the department chair before forwarding documents to the Dean. The Dean will notify the candidates of the voting recommendations of the college committee and Dean before submitting documents to the provost. In cases of promotion only, candidates will receive copies of recommendation letters written by the department P & T Committee, department chair, COE P & T Committee, and Dean, prior to the application moving to the university provost level.

## **Appeals**

Appeals of promotion and tenure recommendations/decisions are fully discussed in the University of Memphis Promotion and Tenure Policy.

## **Distribution of Promotion and Tenure Information**

Written departmental and COE P & T guidelines will be provided to the faculty through a link and available online. Faculty will be provided guidelines when they join the department, undergo mid-tenure review, and apply for promotion and/or tenure. Whenever there are revisions in the guidelines and the COE policy, faculty shall be notified by a representative of the Dean's office and the Department Chair.

## **Recognition of Teaching, Research and Publication**

Each COE faculty member is expected to demonstrate a commitment to and competence in teaching, scholarship, and service activities. In a university community, teaching, scholarship, and service are communal responsibilities. However, variation naturally occurs among COE

departments and among faculty members within departments as to the balance among these activities. It is important to emphasize that teaching, scholarship, and service are interrelated, and that some activities may span more than one area. For example, journal editorship might be considered scholarship, or service, or both; dissertation supervision might be considered teaching, or scholarship, or both. Teaching, scholarship, and service will be evaluated individually and collectively during annual review and at the time of promotion and tenure decisions. Each department should develop guidelines and submit those for approval by the College P & T Committee as well as the Dean of the COE.

### **Teaching**

Teaching is core to the purposes and objectives of the College of Education. It encompasses classroom instruction, course development, mentoring of students (including chairing and serving on dissertation committees), and the professional development of the individual faculty member. Mentoring students at all levels is an important aspect of teaching; creative and effective use of teaching methods and curricular innovations is encouraged.

Because one key purpose of a professional College of Education is to prepare those who will teach at various levels and in a variety of situations, the evaluation of teaching occurring in the college is of the highest professional and ethical concern. The evaluation of teaching should be adaptable to differences among all COE disciplines. Teaching evaluation is a quantitative and qualitative process, and multiple sources of evidence, including student evaluations, should be employed. Departments are encouraged to derive and implement teaching evaluation methods suitable to their discipline(s) and to use such evaluations in a formative manner with junior faculty or with faculty experiencing apparent difficulties in their classroom teaching, with the goal of developing excellence in teaching in every faculty member. Candidates are encouraged to supply evidence of these supplemental evaluations in their Promotion and Tenure dossiers. The nature and content of the courses will be considered when evaluating faculty dossiers.

Candidates should include as part of their P & T dossier the Student Evaluation of Teacher Effectiveness (SETE), composite scores, and verbatim list of all student comments.

### **Scholarship**

Scholarship is a discipline-based, multidisciplinary activity that advances knowledge and learning by producing new ideas and understanding. Scholarly contributions include peer-evaluated, discipline-appropriate works such as books, articles, chapters, presentations, and technology products.

Each COE department, considering its relevant discipline or disciplines, may emphasize contributions in some subcategories more than others, as described in its mission statement and other relevant departmental documents. Individual faculty members are not expected to contribute to all four sub-categories of scholarship. Some overlap of the four

subcategories are inevitable, and a particular scholarly contribution may fall under more than one subcategory. These subcategories are:

- **Integration:** Makes meaningful connections between previously unrelated topics, facts, or observations, such as cross-disciplinary synthesis or an integrative framework within a discipline that results in a peer-reviewed publication or presentation in a suitable forum.
- **Scholarship of Teaching:** Focuses on transforming and extending knowledge about pedagogy, including appropriate textbooks or educational articles in one's own discipline. Innovative contributions to teaching, if published or presented in a peer-reviewed forum, also constitute scholarship of teaching. The "*scholarship of teaching*" is not equivalent to teaching. Classroom teaching and staying current in one's field are not relevant criteria for evaluating faculty on the scholarship of teaching.
- **Inquiry:** Involves rigorous investigation aimed at the discovery of new knowledge within one's own discipline or area of study; it often serves as the basis for other forms of scholarship and may result in scholarly publications, funded research, and presentations at professional meetings.
- **Engaged Scholarship:** Now subsumes the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national, and/or global communities and results in a written work or presentation shared with others in the discipline or field of study. Engaged scholarship conceptualizes "community groups" as all those outside of academe and 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. Departments should refine the definition as appropriate for their disciplines and incorporate evaluation guidelines in departmental promotion and tenure criteria.

### **Service**

Service includes contributions to the department, college, university, to the candidate's profession, and outreach to the community. These functions may overlap in some instances.

All tenure-track faculty members will perform basic citizenship service within the university. This basic service requirement includes serving on departmental committees, advising students, and participating in college and university committees. Academic advising of students is an aspect of university citizenship for COE faculty and may be considered in promotion and/or tenure consideration.

Service to the profession includes association leadership, journal editorships, article and grant proposal review, guest lecturing on other campuses, and other appropriate service activities. Professional service to local school districts and community agencies is also considered part of this definition.

Outreach, or service to the community, primarily involves sharing professional expertise with the wider community and should directly support the goals and mission of the college and university. Rarely, outreach may include non-professionally related activities outside the university. Given the nature of their professional work, some departments and faculty disciplines will be more involved in outreach. Community outreach is particularly important to the COE, as the college's mission is to serve the urban and culturally diverse Memphis communities.

### **Processing and Reviewing Dossiers**

Candidate e-dossiers are forwarded to the COE Dean's office after the departmental vote and review by department chairs. The due date is determined each year by the office of the university provost. Once submitted, no materials may be added by either the candidate or department. However, the COE P & T Committee chair may request clarification or additional materials from the Dean.

Documents and materials in candidates' dossiers are to be placed online in candidates' dossier. When uploading the documents to complete the dossier it is recommended that one of the following file types be used: PDF, DOC, DOCX, JPG, JPEG, XLS, and XLSX. Using any other file types may complicate the review of the dossier.

Organization of materials must follow the guidelines provided here. The importance of following these instructions cannot be overstated:

[https://www.memphis.edu/aa/resources/facres/tenurepromotion/docs/instructions\\_for\\_edossier.pdf](https://www.memphis.edu/aa/resources/facres/tenurepromotion/docs/instructions_for_edossier.pdf)

After the candidate's submission deadline, the candidate will not have access to make further changes. The dossier shall include:

- a) Evidence of successful teaching, including SETE summaries and all comments, syllabi, and any other evaluative materials required by departments.
- b) Evidence of scholarly activities. Copies of all publications, papers, and reports to be reviewed must be included. Only publications in print or in press (i.e., fully accepted, with a letter documenting full acceptance) should be considered publications. Articles or chapters that are under review or revision, regardless of how many times they have been revised (e.g., third revision), are not publications and should be listed separately as works in progress.

Additionally, technical reports, book chapters and other products should not be listed under refereed journal articles. Multi-authored publications may 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 provided as part of the candidate's CV. If this information is not available, the candidate should describe the journal.

Obtaining external support and grant writing is also considered a form of scholarship consistent with the university's research mission. The COE P & T Committee recognizes that the process of writing grant applications requires substantial commitments of time. However, funded grants do not replace the expectation for publications. Faculty efforts to obtain substantive grants or external funding are to be considered equitably with peer reviewed manuscripts. Information



concerning extra-mural grants and awards should contain information about whether they were competitive, amount of award, and the role played by the candidate in the proposal stage and in grant submission. External evaluation by grantees if available may be included.

c) Evidence of service to department, college, university, profession, and various communities. Activities thought to be “engaged scholarship/research” under the university or department definitions may be included.

The department chair will be responsible for including the results of the external review and the mid-tenure review. Candidates are required to organize materials and place them in the correct order with each file clearly identified by section name and number. Department chairs shall work collaboratively with candidates to ensure the files are uploaded correctly.

### **Documents**

The College of Education’s success in meeting the goals stated in its mission statement is determined by collective efforts of faculty and staff. Promotion and Tenure faculty dossiers provide evidence of qualification for promotion and/or tenure and how the candidate’s efforts contribute to the COE mission and goals. The three activities strongly associated with faculty performance are teaching, scholarship, and service. The COE considers these activities interrelated, requiring each faculty member to provide evidence of success.

### **Narratives on Teaching, Research and/or Scholarship, and Service**

Each section will begin with a 2-to-3-page narrative describing the candidate’s goals, agenda, plans, accomplishments, etc. in teaching, research/scholarship, and service, respectively. The candidate should use the narratives clarify, explain, and describe his/ her roles and responsibilities on projects listed in the curriculum vitae. Good narratives are scholarly, informative, reflective, and descriptive. For team teaching assignments, multiple- authored publications, and jointly listed presentations and projects, the candidate may explain contributions and level of participation. In preparing narratives, the audience includes both experts in the field and U of M colleagues unfamiliar with the trends and developments in the candidate’s field.

### **Documentation of Teaching**

Documentation of teaching will routinely include a statement of teaching philosophy (2-to-3-page narrative); course materials; summaries of systematic student evaluations and all comments for each course each semester, including the summer and the previous spring semester; and evidence of supervision of student projects and other forms of student mentoring. COE departments may choose additional types of documentation such as: 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. Peer review of teaching is optional and determined by each department.

## **Documentation of Research and Scholarship**

Documentation of research and scholarship will routinely include a narrative statement (2 to 3 pages) that describes the candidate's research focus and agenda. Candidates for promotion and tenure must present evidence of their research and scholarly activities. Such evidence should include books, journal articles, monographs, conference presentations, research reports, and other research-based products, which must accompany the application for promotion and tenure. The scholarship of teaching goes beyond doing an adequate 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. Likewise Engaged Scholarship should be documented with peer-reviewed publications, collaborative reports, documentation of impact, and/or continuing external funding.

The consistent publication of research in refereed, top-tier, and/or prestigious professional journals or media of similar quality is considered a reliable indication of scholarly ability. Consistent publication of refereed manuscripts and other scholarly works is viewed favorably in moving from assistant to associate professor. In most disciplines, evidence of national recognition is considered the most important criterion in evaluating scholarship for promotion to full professor. Evidence of a high potential for national recognition is considered the most important criterion in evaluating scholarship for promotion to associate professor with tenure. Professional scholarly papers presented at international, national, or regional meetings may be appropriate. 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. Empirical/theoretical presentations at national and/or international conferences are required. It should be emphasized that quality is more important than quantity. Evidence of quality will be considered publication in national/international journals, theoretical/empirical, articles, journal acceptance rates, citation rates, impact factor, and reputation and awards received for articles or scholarly works. The degree of contribution will also be considered.

## **Documentation of Service and Collegiality**

Documentation of service and collegiality will routinely include a narrative statement (2 to 3 pages) that describes the candidate's major focus in his/her service to the department, college, university, community, and profession.

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

Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the COE and university. A vital component of the COE's mission, public service must be performed at the same high levels of quality that characterize teaching and research.

Institutional service refers to work other than teaching and scholarship conducted at the department, college, or university level. A certain amount of such service is expected of every

faculty member. It 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 “college” citizenship and is considered 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 college or university search committee.

Professional service refers to the work done for organizations related to one's discipline or to the profession. 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 promotion and tenure decisions. However, collegiality 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.

### **External Peer Review**

Both promotion and tenure require external peer review of a candidate's record of scholarly activity by qualified peers who are not affiliated with The University of Memphis. The sole purpose of external peer reviews is to provide an informed, objective evaluation of the quality of the scholarship, research, and level of national reputation of the candidate based on the candidate's assigned duties and responsibilities. It is expected that the external reviewers will be selected from peer or comparable universities with verifiable national reputations in the faculty member's discipline and content emphasis. Though not an absolute requirement, it is expected in nearly all cases that faculty of superior rank will review faculty of lower rank. For example, full professors should review applicants for promotion to professor.

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 promotion and tenure process.

The candidate shall develop a list, normally four to ten names, of recommended peer reviewers from outside The University of Memphis. The candidate may also submit a list (with justifications) of persons who might pose a conflict for consideration by the chairs of the department and the department P & T Committee. In addition, the chair of the department and the department P & T Committee chair will together develop a list of three or more outside peer reviewers. The chairs must select at least one of the names suggested by the candidate. The dossier must contain at least **four** external reviews. It is recommended that departments and candidates consider more than four if it is thought additional reviews might strengthen the candidate's application. If it is not possible to obtain four reviews, the reasons must be

documented at the departmental level and forwarded to the Dean of the COE.

For each reviewer, there should be an accompanying brief paragraph identifying and describing the reviewer's 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 of the candidate. Departments will require complete vitae of external reviewers included in the candidate's dossier.

All reviewers of a particular candidate should receive the same materials for evaluation; if not, an explanation should be included in the candidate's dossier. Department chairs and candidates should carefully consider the best and most appropriate publications to be sent to reviewers. Reviewers must be provided with information about a candidate's role and effort in multi-authored publications. Reviewers must also be provided with information describing the COE and department P & T Guidelines.

Peer reviewers who have agreed to write letters of evaluation should be sent the following: the candidate's curriculum vitae; 3 to 5 selected publications; the candidate's narrative on research/scholarship to include the contribution to national and/or international research and scholarship in their field of study; 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. The candidate's department may also include, at its discretion, the candidate's narratives on teaching and service.

### **Evaluation by Chairs in Faculty Promotion and Tenure Process**

The University of Memphis Board of Trustees 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 promotion, tenure, recommendations for salary increases, and other personnel actions, including decisions regarding renewal of tenure-track appointments. Each department develops and revises criteria to be considered in the evaluation when appropriate. Procedures for evaluations are approved by the Dean of the college and the provost. This information is distributed to all new and current faculty members whenever a revision is approved.

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) 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, and 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. All annual reviews should be included in the candidate's Promotion and Tenure dossier.

### **Role of Faculty Evaluation in Promotion and Tenure Decisions**

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 promotion and tenure review, copies of these evaluations and review should be included in the promotion and tenure file of all tenure-track faculty.

Evaluation of a faculty member's performance constitutes only one aspect of the final recommendation on promotion and/or tenure.

### **Mid-Tenure (Third Year) Review of Probationary Faculty**

The third-year review, completed by the department chair and department P & T Committee, constitutes an important part of the documentation examined in the Promotion and Tenure review process for untenured faculty. This review, at the conclusion of the third year or at the mid-point toward tenure, may be completed jointly by the department chair and the department P & T Committee. A letter and recommendation is forwarded to the COE Dean (jointly or separately) from the department chair and P & T Committee indicating the non-tenured faculty member's progress toward tenure.

The procedure for the mid-tenure review should be the same as that used by the department for promotion and tenure review. Deliberations and discussions of dossiers will take place in committee meetings. Each candidate's accomplishments should be evaluated with respect to quality and quantity within the context of their roles and responsibilities. The dossier for the mid-tenure review should be the same as the dossiers for promotion and tenure, except for letters from external peer reviewers, which are not included in the dossier for the mid-tenure review. The format of The University of Memphis' Promotion and Tenure dossier should be used; it should provide evidence of quality in instruction, scholarship, and outreach/service.

### **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 although the quantity of materials is expected to be less. 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. 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.

### **Feedback to Faculty Member**

The committee chair will prepare a written report based on the recommendation of the P & T Committee members that is submitted to the department chair or equivalent. The report should specify the department's criteria and discuss the strengths and weaknesses of the faculty member's accomplishments in instruction, scholarship, and outreach/service. The report should give meaningful feedback and direction to the faculty member to help plan and organize 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 P & T Committee chair, and the department chair or equivalent will meet with the candidate to discuss the reports. The faculty member may write a brief statement responding to the discussions and reports obtained from the department P & T 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 to address concerns raised during the mid-tenure review. In addition, the response ensures that all participants understand the feedback's nature and context, thereby minimizing miscommunication. The candidate's dossier, the recommendations made by the department P & T Committee and the department chair, and the candidate's response (if any) constitute the candidate's file. The chair is responsible for forwarding to the Dean and becomes part of the faculty member's P & T dossier.

### **Department Promotion and Tenure Committees**

Candidates for promotion and/or tenure should submit their applications and supporting papers to their department chair, who will transmit the documents directly to the department's P & T Committee. This committee will evaluate the candidate's accomplishments, applying to them all relevant criteria (the University of Memphis Board of Trustees, 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 discipline. Therefore, reviewers at every level will use dossier materials and professional observations to make utilize dossier materials and professional observations in making their recommendations. Professional observations may be included in the documentation prepared at each review level.

The departmental committee will return the applications and supporting papers to the department chair/head of academic unit along with its recommendations and reasons for those

recommendations. These recommendations should reflect the full scope of discussions that took place in the committee meetings and should also contain the rationale for the recommendation consistent with the committee's vote.

*Department Committee Composition:* The P & T Committee of the department consists of all tenured associate professors and professors. For promotion to professor, the subcommittee of tenured professors will make the recommendations.

### **Department Chair**

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 that the committee and the chair have made and reasons for those recommendations. When the chair meets with the candidate being considered for promotion and tenure, the conversation should be restricted to the recommendations that have been made, but should not, at this time, address the reasons for the recommendations. In promotional situations that do not involve tenure, the chair is free to discuss reasons for recommendations. Application for promotion may be withdrawn at this point.

The major share of the responsibility for appraising a candidate resides with the department chair and the department committee, who must determine qualifications for promotion and tenure. 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 and other relevant criteria, supported by substantial evidence.

If a department chair is being considered for promotion and/or tenure, the recommendation of the department committee will be transmitted directly to the Dean of the COE and the COE P & T Committee.

### **Dean**

The Dean will evaluate the candidate's file, make further recommendations and, in cases involving promotion only, meet with the candidate to transmit recommendations that the college committee and the Dean have made, along with reasons for those recommendations. At this point, the candidate has one last opportunity to withdraw the application for promotion.

If a dean is being considered for promotion and/or tenure, the recommendation of the college committee will go directly to the provost.

### **Promotion of Clinical, Research, and Teaching Faculty**

Clinical, Teaching, and Research Faculty going up for promotion also have their materials reviewed by the department level P & T committee, department chair, College P & T committee, and then the dean and provost. Their materials will also be reviewed by external reviewers who are full-time Clinical, Research, or Teaching Faculty members with appointments as clinical professors, teaching professors, or research professors may be promoted to a higher rank in consultation with their department chair and in accordance with the

criteria and processes established by their respective' promotion and tenure handbook. The Dean of the COE reviews recommendations from departments and approves or disapproves department recommendations prior to forwarding the candidates' applications to the university provost.