



The University of Memphis

College of Education

Department of Leadership

Tenure and Promotion Policy and Procedures

2019

Department of Leadership

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Overview

The quality of the Department of Leadership faculty is maintained primarily through the appraisal, by tenured faculty and department chair, of each candidate for tenure and/or 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 guarantee of any specific salary. Tenure and/or promotion to a higher academic rank can be awarded only by the University of Memphis Board of Trustees 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 COE 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. Criterion for these appraisals is formulated by individual departments, the college, the university, and the Board of Trustees. COE departmental and college criteria are consistent with the policies of the University and the Board of Trustees.

The College of Education Tenure and Promotion Committee

The College of Education Tenure and Promotion Committee receives recommendations for candidates for tenure and/or promotion from the Department of Leadership. The committee reviews documents and dossiers, examines the Department of Leadership's Tenure and Promotion Committee and chair recommendations, and then votes on the merits of each candidate for promotion and/or tenure. The committee insures that each candidate's accomplishments have been viewed through all relevant college and university criteria. The committee forwards the outcome of the promotion/tenure vote along with a set of reasons to the dean of the COE for review and recommendation to the university provost.

Department of Leadership Tenure and Promotion Committee Membership

Membership on the COE Tenure and Promotion is restricted to tenured full or associate professors holding current full graduate faculty status. For the purpose of 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 (e.g. spouses) between that member and a candidate.

Department Representatives to COE Tenure and Promotion Committee

The Department of Leadership elects one of its members to serve on the COE Tenure and Promotion Committee. The rotating term of service is two academic years. Terms will begin the fall semester and end at the conclusion of the full summer session.

Eligibility for Tenure

A tenured line Department of Leadership faculty member with the rank of assistant professor or higher who has completed a five-year probationary period (unless otherwise prescribed in writing and approved by the dean and provost) must make application for tenure. 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 have already attained that rank. Assistant professors applying for and recommended for tenure must 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. Department of Leadership faculty with clinical/research professor appointments or temporary contracts are not eligible for tenure.

Eligibility for Promotion

All Department of Leadership faculty members may apply for promotion whenever they believe they meet the established departmental and college criteria. Faculty should consult with the department chair before applying for promotion. This should be accomplished during the first month of the academic year in which they wish to be promoted.

COE Promotion and Tenure Committee Single Participation and Voting

In compliance with university policy COE Tenure and Promotion Committee members may not vote on candidates from their respective departments. Thus, Department of Leadership faculty serving on the COE Tenure and Promotion Committee will vote on candidates at the department level. The department member serving on the COE T&P Committee may participate in department T&P Committee discussions.

Votes taken by the Department of Leadership Promotion and Tenure Committee are done by secret ballot. The ballots are forwarded to and securely stored by the Department of Leadership chair.

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 prior to forwarding documents to the dean. The dean will notify the candidates of the voting recommendations of the college committee and the dean.

Appeals

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

Distribution of Promotion and Tenure Information

Written Department of Leadership and COE Tenure and Policy guidelines will be made available on-line and be on file in the departmental office and will be distributed to faculty when they join the department, when they come up for pre-tenure review, and when they apply for tenure and promotion.

Recognition of Teaching, Research and Publication, Service

Each Department of Leadership 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, some variation exists among Department of Leadership programs and faculty members 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 tenure and promotion application.

Teaching. Teaching is core to the purposes and objectives of the Department of Leadership. It encompasses course instruction, course development, mentoring students in academic projects including dissertations, field studies, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching; creative and effective use of innovative teaching methods and curricular innovations is encouraged.

A core function of the COE is to prepare those who will teach at various levels. The evaluation of teaching in the college is of the highest professional and ethical concern.

The evaluation of teaching should be adaptable to differences among Department of Leadership programs. Teaching evaluation is a qualitative and quantitative process, multiple sources of evidence, including student evaluations for all classes, should be employed.

Department of Leadership faculty in their semester prior to application for tenure or promotion may opt to receive evaluation of their classroom teaching by a peer faculty member. The candidate will receive a copy of the evaluative criteria and procedures prior to the observation.

It is suggested that the observation session last an entire class period and will include verbal and written feedback from students. Faculty members are not encouraged to independently solicit teaching recommendations from present or past students. The evaluative report will be made available to the faculty member and will become a part of their record to be used in the tenure and promotion process. The candidate may submit other evidence of successful teaching to the department chair and department tenure and promotion that will be considered in the decision to recommend tenure/and/or promotion. Examples of additional teaching evidence/documentation can be found on page eight of this document under the subheading "Documentation of Teaching."

Candidates should include as part of their T&P 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, and technology products.

Each Department of Leadership program area, may emphasize contributions in some subcategories more than others, as described in the department/program mission statement and other relevant documents. Individual faculty members are not expected to contribute equally in all four sub-categories of scholarship. Some overlap in the meaning of the four subcategories is 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 publication or presentation in a suitable forum.
- **Scholarship in 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 a discipline or area of study; it often serves as the bases for 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 presentation/written work 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 tenure and promotion criteria.

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

All Department of Leadership faculty members are expected to perform basic citizenship service within the university. This 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 for department faculty and will be taken into account in tenure and/or promotion 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. Under very rare circumstances, outreach may include non-professionally related activities outside the University. Some departments and faculty disciplines, given the nature of their professional work, will be more involved in outreach. Community outreach is particularly valuable in the Department of Leadership as the mission of the department is one of serving the urban and culturally diverse Memphis communities, especially, school districts in West Tennessee and the Mid-South area.

Processing and Reviewing Dossiers

Candidate dossiers are coordinated by the Department of Leadership chair and forwarded to the COE Dean and Departmental Tenure and Promotion Committee for review and vote. The due date to the committee is determined each year by the office of the university provost. Once submitted, no materials may be added by either the candidate or department. The Department of Leadership Tenure and Promotion may ask the department chair for clarification or additional materials.

Documents and materials in the candidate's dossier are to be online in the candidate's electronic 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/or XLSX. Using any other file types may complicate the review of the dossier.

Organization of materials must follow the guidelines provided here (see weblink below). The importance of following these instructions cannot be overstated.

https://www.memphis.edu/aa/resources/facres/tenurepromotion/docs/instructions_for_edossier.pdf

a). After 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, course syllabi, and any other evaluation materials required by departments.

b). Evidence of scholarly activities. Copies of all publications, papers and reports to be reviewed must be included in the dossier. Only publications that are in print or in press (i.e., fully accepts, 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 be listed under refereed journal articles. Multi-authored publications may be accompanied by an attribution statements 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.

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 the 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 in the candidate's dossier. Candidates are required to organize materials and place them in the correct order with each file clearly identified by section name and number. The department chair shall work collaboratively with candidates to ensure the files are uploaded correctly.

Documents

The Department of Leadership's success in meeting the goals stated in its mission statement is through collective efforts of faculty and staff. Tenure and Promotion faculty documents not only provide evidence of qualification for promotion and/or tenure but also how candidate's efforts align with the department's mission statement and goals. The three activities closely associated with faculty performance are teaching, research, and service. The department considers these

activities to be inter-related requiring each faculty member to provide evidence of successful activity in each area.

Documentation of Teaching. Documentation of teaching will routinely include: statement of teaching philosophy (2 to 3 page narrative); course materials; all verbatim student comments for each course and section, summaries of systematic evaluations 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 mentor-ships. COE departments may choose additional types of documentation such as: student input; student products; teaching recognition; teaching scholarship; peer input; evidence of professional development; alumni surveys and student exit interviews; and other evidence of excellence in teaching and mentoring, or both. Peer review of teaching is optional.

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 tenure and promotion must present evidence of their research and scholarly activities. Such evidence should cite books, journal articles, monographs, professional association presentations, research reports and other research based products 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, the Scholarship of Engagement should cite peer-reviewed publications, collaborative reports, documentation of impact, and continuing external funding as evidence of research activity.

The publication of research in refereed and/or prestigious professional 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 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, citations rates, impact factor, and reputation and awards received for articles or scholarly works. Degree of contribution will also be considered.

Documentation of Service. Documentation of service 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 one of 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 Department of Leadership, COE and university. A vital component of the COE 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 done 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 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 college or 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.

Collegiality. The collegiality of faculty members is considered in tenure and promotion decisions. Collegiality in the Department of Leadership is viewed as demonstrated ability to work effectively with colleagues to support the department, college and university mission. It is not considered as a separate evaluative criterion; rather, it is considered in the context of the candidate’s teaching, scholarship/research and service/outreach.

External Peer Review

Both tenure and promotion to associate professor or professor 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 purpose of external peer reviews is solely to provide an informed, objective evaluation of the quality of the scholarship, research and level of national reputation of the candidate. It is expected that the external reviewers will be selected from peer or comparable institutions with verifiable national reputations in the faculty member's discipline. 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.

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 Department of Leadership chair will solicit the names of potential reviewers from senior tenured faculty in the candidate’s field of specialization.

The candidate, in conjunction with the department chair, shall develop a list, normally four to ten

names, of recommended peer reviewers from outside the University who are familiar with the candidate's area of scholarly inquiry/research. The candidate may also submit a list (with justifications) of persons who may pose a conflict for consideration to the chair and department tenure and promotion committee chair. The chairs must select at least four names suggested from the jointly developed list constructed by the candidate and department chair. The dossier must contain at least four external reviews. It is recommended that departments and candidates consider more than four if it might strengthen their application. If it is not possible to obtain four reviews, the reasons must be documented by the Department of Leadership chair and forwarded to the dean of the COE by said department chair.

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 of the candidate. To the extent possible, the external reviewers for candidates seeking the rank of full professor should be full professors themselves. The Departments of Leadership chair is to obtain and file copies of complete vitae of the external reviewers.

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. The department chair and candidate 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 COE and department T & P 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.

Annual Review by Chairs as Part of Tenure and Promotion 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 tenure, promotion, recommendations for salary increases and other personnel actions, including decisions regarding renewal of tenure-track appointments. The Department of Leadership, criteria to be considered in the evaluation of its faculty members' activities and responsibilities is parallel to that of the COE.

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

Faculty Annual Review

During the spring semester, all faculty members submit a current curriculum vitae, 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 Department of Leadership 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 Department of Leadership 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 Department of Leadership 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 assigned 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 Department of Leadership 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 end of the spring semester.

Faculty members have the option of revising their plan throughout the year as the balance of

their responsibilities dictate. Informal meetings between the chair and each faculty member may be necessary to finalize the planning report.

Mid-Tenure (Third Year) Review

In accordance with university policy the Department of Leadership chair will submit a third review for all non-tenured faculty members. This third review will be developed in concert with the Department of Leadership Tenure and Promotion Committee. The Department of Leadership Chair and the Tenure and Promotion Committee will separately forward to the candidates the findings of their reviews as to the progress of the candidate towards tenure. Recommendations will be forwarded to candidates to guide their future progress.

The procedure for the mid-tenure review should be the same as that used by the department for tenure and promotion review. 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 dossiers for tenure and promotion, with the exception of letters from external peer reviewers, which are not included in the dossier for mid-tenure review. The format of The University of Memphis Tenure and Promotion dossier should be used; it should provide evidence of quality instruction, scholarship, and outreach/service.

Peer Input

The Department of Leadership utilizes peer input regarding faculty members (especially those applying for tenure/and/or promotion) as a part of the annual evaluation process prior to tenure and promotion. The form of such input may vary from discussions between the chair and the faculty to formal committees. Examples of peer input include: formal input from a representative group of faculty either appointed by the chair or selected by the 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 will be tenured, untenured faculty may also serve as members.

After the Department of Leadership chair has completed and signed the annual Faculty Evaluation and Planning Report, the form will be transmitted electronically 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.

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 of Leadership 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.

Mid-Tenure (Third Year) Review of Probationary Faculty

The third year review is completed by the Department of Leadership chair and constitutes an important part of the documentation examined in the Tenure and Promotion review process for untenured faculty. This review, at the conclusion of the third year, will be completed jointly by the department chair and the department Tenure and Promotion Committee. A letter and recommendation will be forwarded to the COE dean (jointly or separately) from the department chair and Tenure and Promotion Committee indicating the non-tenured faculty member's progress toward tenure.

The procedure for the mid-tenure review will be the same as that used by the Department of Leadership for tenure and promotion review. 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.

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. 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

The Tenure and Promotion Committee chair will prepare a written report based on the recommendation and submit it to the Department of Leadership chair. The report will specify the Department of Leadership'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 of Leadership 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 Department of Leadership Tenure and Promotion Committee chair 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 Department of Leadership chair is responsible for forwarding the candidate's file to the dean.

Promotion of Non-Tenure Track Clinical Faculty and Research Faculty

Clinical faculty appointments are non-tenure track appointments, which may be assigned the ranks, clinical instructor, clinical assistant professor, clinical associate professor, and of clinical professor. Non-tenure track research faculty appointments may be assigned the ranks research instructor, research assistant professor, research associate professor, and research professor. Non-tenure track clinical and/or research faculty may be engaged in teaching, clinical training, student dissertation committees, and other professional and/or scholarly activities. Non-tenure track clinical and/or research faculty may be assigned in one or more of these areas as indicated their annual contract. Years served in these positions may not and can not be counted toward tenure in the event the holder of the clinical appointment is transferred to tenure track status.

Full-time, non-tenure track clinical and/or research faculty are eligible for promotion consideration by the Department of Leadership when they have served in their current ranks, *Department of LEAD T & P Policy and Procedures, Approved 2015. Amended March 2019*

clinical instructor, research instructor, three years; clinical/research assistant professor, five years; clinical/research professor, ten years. These time limitations may be shortened with the concurrence of the Department of Leadership chair and the dean of the COE. Faculty in non-tenure track appointments cannot use years in clinical or research appointments toward tenure. They may use publications and others evidence of scholarship, teaching competency, and service acquired during their years in a clinical/research professorship towards promotion/tenure if they are reassigned to a tenure line position.

Clinical faculty and research faculty serving in the Department of Leadership on non-tenured line contracts will be evaluated for promotion based upon the success in their assigned responsibilities contained in their job description and yearly contract. Application for promotion is initiated at the departmental level and follows the same review process as that of tenure track faculty. Minimum requirements and criteria promotion of clinical and research faculty may

differ from those of tenure-track positions. The Department of Leadership chair in consultation with the Tenure and Promotion Committee will be responsible for establishing promotion criteria for clinical/research faculty.

Clinical/research faculty will be evaluated yearly at the departmental level by the chair and (or a center director). Copies of these reports will be forwarded to the department Tenure and Promotion Committee prior to an application for promotion. The evaluation process for clinical/research faculty shall be as near as possible to that for tenure line faculty.

Promotion of Faculty Holding Temporary or Administrative Positions

Department of Leadership 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 his/her 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. For faculty appointed to full-time administrative positions years served in those positions may or may not be counted toward tenure/promotion in accordance with university policy. Faculty appointed to those positions may request stopping the clock on the tenure years requirement.

Application for Promotion

Department of Leadership faculty members (tenure line and clinical/research) may apply for promotion whenever they believe they meet the established departmental criteria. Faculty members are advised, but not required, to confer with their department chair before submitting applications for promotion. Faculty members may also consider conferring with the chair of the Department of Leadership Tenure and Promotion Committee.

Department Tenure and Promotion Committees

Candidates for tenure and/or promotion should submit their applications and supporting papers to the Department of Leadership chair, who will transmit the documents directly to the department

tenure and promotion 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 familiarity with the candidates and their knowledge of the qualifications necessary for their particular discipline.

The Department of Leadership Tenure and Promotion committee will return the applications and supporting papers to the department chair 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 that is consistent with the secret ballot of the committee.

The Department of Leadership Tenure and Promotion Committee consists of all tenured associate professors and professors. For promotion to professor, the subcommittee of tenured professors will make the recommendations. All members may vote for promotion for clinical/research professors at any rank.

Department Chair

The Department of Leadership 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 or tenure and 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.

The major share of the responsibility for appraising a candidate resides with the department chair and the department committee, who must determine qualifications for tenure and promotion. 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 or tenure, the recommendation of the department Tenure and Promotion Committee will be transmitted directly to the Dean of the COE.