



THE UNIVERSITY OF
MEMPHIS®

College of Education

**The University of Memphis College of Education
Department of Instruction and Curriculum
Leadership**

Tenure and Promotion Policy and Procedures

2019

Department of Instruction and Curriculum Leadership Tenure and Promotion Policy and Procedures

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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 (ICL) 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/>. This 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 a current copy of these guidelines for the purpose of submitting an online dossier pertinent to the awarding of tenure and/or promotion. Candidates should also refer to the tenure and promotion guidelines of the College of Education (COE) which have precedence over ICL Departmental tenure and promotion guidelines.

Every faculty member 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. Safeguards and appeals processes are outlined in the university Faculty Handbook.

Department Objectives

Criteria for tenure and promotion in the Department of Instruction and Curriculum Leadership derive primarily from the following goals:

- To contribute research and scholarship in refereed journals or similar quality media leading to the potential for national and/or international recognition.
- To advise and instruct students in a manner that demonstrates efficient and effective teaching and learning.
- To provide and maintain high quality graduate and/or undergraduate programs and curricula in order to fulfill requirements leading to degrees offered by the department, college, and university.
- To provide service to community, profession, 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 ICL Committee on Tenure and Promotion will consist of all ICL tenured associate professors and professors with the exception of the department chair. The committee will annually elect a chairperson who will conduct the business of the committee.

A subcommittee of tenured full professors will be formed for the purposes of evaluating faculty seeking promotion from associate to full professor. In the event that the chairperson of the ICL Committee on Tenure and Promotion is a tenured associate professor, the subcommittee will elect a new chairperson of the subcommittee. This subcommittee will be chaired by a tenured professor and will consist of all tenured professors.

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

1. Evaluate the candidate's accomplishments, consistent with the policies and procedures that are articulated by The University of Memphis Board of Trustees, the University of Memphis, the College of Education, and the Department of Instruction and Curriculum Leadership.
2. Vote on a recommendation for or against tenure and/or promotion. This vote will be held by secret ballot.
3. Return the supporting papers to the department chair along with the recommendation and reasons for those recommendations.
Review the materials of the probationary faculty as a part of the mid-tenure review process and submit appropriate information to the chair regarding the faculty member's progress toward application for tenure.

Election of Departmental Representative to the COE Tenure and Promotion Committee

A tenured associate/full professor of the Department of Instruction and Curriculum Leadership will be elected to the College of Education 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.

A second member will be elected for a one-year term every three years (this one-year position rotates among COE departments).

Voting at the department level must be by secret ballot and ballots must be retained by the department chairs. Both members will be elected by the ICL Committee on Tenure and Promotion.

Single Participation and Voting

In compliance with university policy, COE Tenure and Promotion Committee members cannot vote on candidates from their departments. Committee members will vote for those

candidates at the departmental level. However, COE Tenure and Promotion Committee members may participate in discussions concerning candidates from their home departments. Votes of the COE Tenure and Promotion Committee are taken by secret ballot.

Procedures for Applying for Tenure and/or Promotion

Applications for tenure and/or promotion are requested via a letter to the department chair. No form is specified for this letter, yet it should be as concise and complete as possible.

The Department Chair and the ICL 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 requires 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. 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 develop a list (with justifications) of persons who may pose a conflict or be otherwise unable to deliver an impartial external review. These lists will be provided to the ICL Department Chair and the Chair of the ICL Committee on Tenure and Promotion. In addition, the ICL Department Chair and the ICL Committee on Tenure and Promotion will develop a list of outside external reviewers (with justifications). The ICL Department Chair will develop a final list of external reviews, taking into consideration both the candidate's list and the ICL Committee on Tenure and Promotion's list. At least one external reviewer should be from the candidate's list. The ICL Department Chair will then solicit external reviews from a sufficient number of reviewers.

The candidate's dossier should contain at least four external reviews. If it is not possible to obtain four reviews, the reasons must be documented by the ICL Department Chair. For each reviewer, the ICL Department Chair should provide an accompanying brief paragraph identifying 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. 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 full professor and association professors should review applicants for promotion to association professor.

All reviewers should receive the same materials for evaluation; if not, an explanation should be included. External reviewers who have agreed to write letters of evaluation should be sent the following: the candidate's curriculum vitae, three of the candidate's refereed articles (supplied to the Department Chair by the candidate), 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. Upon receipt of the letters from the external reviewers, the Department Chair will upload the external reviews to the candidate’s dossier.

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.

Deliberation Procedures

ICL Committee on Tenure and Promotion 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.

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. If the decision is not unanimous, the committee may also submit to the department chair a minority report with the rationale for dissenting opinions.
4. The final committee vote will be taken by secret ballot will be reported to the department chair along with the committee’s recommendations. All committee members should be present and all present committee members must vote. Attendance may be virtual. A vote may be held provided there is a quorum in attendance which is defined as at least 80% of ICL T&P Committee members. 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) ____, (abstain) ____

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

Tenure Reporting Procedures

The department chair will make his/her recommendations after receiving a report from the ICL Committee on Tenure and Promotion. The department chair may consult with the committee chair for clarification but cannot send the advisory report written by the committee back for reconsideration. The chair will inform the dean of his/her recommendation in a written report along with the report from the ICL 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, 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 only 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 ICL Committee on Tenure and Promotion 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. The major share of the responsibility for appraising a candidate is the responsibility of the department chair and the ICL Committee on Tenure and Promotion, who must determine not only present qualifications for tenure and promotion, but also determine the potential for development, an important consideration if the vitality of the University is to be maintained. The appraisal must be more than a mere review of the candidate's activities in teaching, research, and service; it must be a thorough evaluation of these activities and other relevant criteria, supported by substantial evidence.

All factual information relative to the 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 students and the ability to stimulate creativity in graduate students.

Teaching: Documentation of teaching should routinely include: statement of teaching philosophy; course materials; systematic student evaluations (including all SIRS/SETE scores and verbatim student 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 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.

Effectiveness in Teaching and Mentoring. Types of evidence for effectiveness in teaching and mentoring may 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 may 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
- All SIRS/SETE scores and verbatim SIRS/SETE student comments
- Teaching awards

Research: Candidates for tenure and promotion must present evidence of their research and scholarly activities and potential for national recognition. The publication of research in refereed journals or media of similar quality is considered a reliable indication of scholarly ability. Evidence of potential for national and/or international 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. 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 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 included, or the candidate may describe the journal. It is the responsibility of the candidate to present material making the case for a potential for national recognition.

Effectiveness in Research and Scholarly/Creative Activities. Types of evidence and documentation for effectiveness in research and scholarly/ creative activities may 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 (verification of stages of 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.

Service: 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.

Professionally Related Service. Types of evidence and documentation for professionally related services may 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.

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.

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 an 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 online folder will be made available at each of the three levels (Department, College, and Dean's Office).
- The applicant's online folder will be forwarded to the Provost following review at the first **three** levels.
- The dossier should be organized as follows:

1.1 & 1.2 SUMMARY OF RECOMMENDATIONS

Recommendations Signature Page (1.1)
Appointment History (1.2)

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

External Peer Evaluations (4.1A, 4.1B, etc.)
Summary of Credentials of External Evaluators (4.2)
Copy of Solicitation Letter to External Evaluators (4.3)

5.1-5.4 INTERNAL EVALUATIONS

Initial Appointment Letter (5.1)
Annual Evaluations (5.2A, 5.2B, etc.)
Mid-tenure Evaluation Statement by Department Committee (5.3)
Mid-Tenure Evaluation Statement by Department Chair (5.4)

6.1-6.5 INSTRUCTION

Summary of Teaching Responsibilities/Philosophy (normally two to three pages) (6.1)
Summary of Student Evaluations and Comments (6.2)
Peer Evaluations of Teaching (6.3)
Honors and Awards (6.4)

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

University Curriculum Vitae (9.1)

10.1 & 10.2 SUPPLEMENTAL MATERIALS

List of Supplemental Materials (10.1)
Supplemental Materials (10.2A, B, C, etc.)

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 (excluding items 1.1, 2.1-2, 3.1-2, 4.1-3) appropriate for their year of evaluation on time.

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. Dossier format for submitted materials will be the same as that used for tenure and promotion consideration. The review process will be the same as that used for tenure and promotion with the exception that the review will remain in the department and will not involve external peer review. The department chair and chair of the ICL Tenure and Promotion Committee 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. Generally, clinical faculty members

are hired primarily to provide clinically-related service and teaching. Hence, a relatively high proportion of their time is spent on service and teaching, and a smaller proportion of their time (if any) is spent on research. Both evaluation and promotion criteria are based on this time allocation.

Clinical faculty are eligible for promotion under the same rules that apply to promotions for tenured and tenure track faculty, except that advancement within the clinical ranks is to be based primarily on excellence in clinical applications.

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 Committee when they have served in their current rank for at least three years.

Evaluation for Promotion to Associate Clinical Professor. To be recommended for promotion to Associate Clinical Professor, the candidate must have an established record of high-quality clinical service that clearly meets the service expectations delineated in his or her employment contract. Although not a requirement of the position or of promotion, a record of empirical scholarship may be considered in promotion evaluation.

Evaluation for Promotion to Clinical Professor. To be recommended for promotion to Clinical Professor, the candidate must have demonstrated a sustained record of outstanding or distinguished service that goes beyond the criteria stipulated in his/her annual contract. It is also expected that a faculty member promoted to Professor has demonstrated adequate or better performance in teaching as described in the annual review criteria. The candidate should have demonstrated collegiality and a willingness to work with colleagues in supporting the goals and missions of the department, college, and university. Although not a requirement of the position or of promotion, a record of empirical scholarship may be considered in promotion evaluation.

- Effectiveness of teaching may include evidence such as:
 - Excellence and sustained leadership in teaching, supervision, program/curriculum development, and/or other academic activities.
 - Excellence in teaching as documented in student evaluations, ratings from peer evaluators, ratings from supervisors.
 - Satisfactory and competent supervision of program/curriculum development and/or other assigned duties.
 - Evidence of appropriate participation professional development and professional activities.
 - 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
 - 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.
- Evidence of excellence in teaching may include evidence such as:
 - 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).
 - Presentations on clinical/instructional issues at scholarly meetings
 - Excellence in service to department/school committees and/or professional associations
 - Participation on theses/practica committees
 - Presentations to community professional groups
 - Serving on community advisory boards, councils
 - Receipt of honors or awards for service accomplishments

Procedures for and Process for Promotion Application. The promotion of clinical faculty to a higher rank generally follows the same process and procedures as those for tenure track faculty. Applications for tenure and/or promotion are requested via a letter to the department chair. No form is specified for this letter, yet it should be as concise and complete as possible.

The ICL Tenure and Promotion Committee will review application 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 department chair its recommendations for approval or denial of application.

- **Candidate's Dossier.** The candidates' dossier will include the same materials as that of the tenure-track candidate with the following exceptions: There may or may not be materials provided by the candidate regarding research/scholarship (items 7.1-7.5), there will not be external evaluations (4.1-4.3) as research is not a requirement of clinical faculty.