

Rudi E. Scheidt School of Music

The University of Memphis

PROMOTION AND TENURE HANDBOOK

September 2019

Table of Contents

Introduction	1
Links	2
Before Tenure: An overview	3
Annual Evaluations	3
Mid-Tenure Evaluation	4
Overview of the Promotion and Tenure Process	4
Minimum Requirements for Initial Appointments and Promotion	6
Instructor	6
Assistant Professor	6
Associate Professor	6
Professor	7
Tenure and Promotion	9
General Information	9
Definitions of Teaching, Scholarship, and Service	10
<i>Teaching</i>	10
<i>Scholarship</i>	10
<i>Service</i>	12
Evaluation of Effective Teaching, Scholarship, and Service	12
External Peer Review	15
Role of Evaluation in Renewal of Tenure-Track Appointments and Tenure and Promotion Decisions	16
Mid-Tenure (Third-Year) Review of Probationary Faculty	17
<i>Overview</i>	17
<i>Procedures</i>	17
<i>Evaluation criteria</i>	18
<i>Feedback</i>	18
Eligibility for Tenure and Promotion	19
<i>Tenure</i>	19
<i>Promotion</i>	19
Review Process for Tenure and Promotion	20
<i>Overview</i>	20
Preparing for Tenure and Promotion	20
Documenting performance: teaching, scholarship/research, service/outreach	20
Documenting for Tenure and Promotion	21
<i>Departmental Guidelines for Tenure and Promotion</i>	23
Length of probationary period	24
<i>Fast Track for Tenure</i>	24
<i>Probationary Period Prior to Application for Tenure</i>	24

<i>Returning to School</i>	24
<i>Credit for Prior Service</i>	25
<i>Credit for Administrative Position or Transfer</i>	25
<i>Extension of Probationary Period</i>	25
<i>Stopping the Clock</i>	26
<i>Leaves of Absence</i>	27
Non-Renewal of Appointments, Post-Tenure Evaluation, Expiration, Relinquishment, and Termination of Tenure	27
The Dossier	27
The Dossier: Required documents	28
Concluding Remarks	32

Introduction

At the University of Memphis, the fundamental decisions concerning tenure and promotion are made at the departmental level. These decisions are among the most awesome and solemn that we undertake as a voting body, and the Scheidt School of Music takes them very seriously indeed. The process is a complex one, as it must be for reasons of fairness and thoroughness; this handbook is intended to clarify and smooth the process so that you know what to expect as your own tenure and promotion decisions draw near. The university and the School of Music provide annual workshops explaining the process.

The university's current Faculty Handbook outlines its policies on tenure and promotion in detail. You should read this carefully and understand how the process works at each level. The Scheidt School of Music abides by university policies fully while recognizing that a school of music must adapt some of them to the peculiar demands of its discipline. For clarity and convenience, then, this departmental handbook is based on the Faculty Handbook. From p. 6 onwards, anything in black type is taken directly from the Handbook; the material in **green** consists of our glosses on the university's text—our explanation of how certain general concepts, policies, and terminology work within the School of Music. Text in **pink** described material from the CCFA Dean's office.

Candidates for tenure and/or promotion in the School of Music will be evaluated on the basis of three broad factors as outlined by university policy:

- the quality, diversity, and success of his or her **teaching**;

- the quality, quantity, and impact of his or her **scholarship**, which is conceived to include both conventional research in the humanities, sciences, and social sciences and creative activity as a composer and/or performer; and

- a candidate's **service** to the School of Music, the college, the university, the community, and the profession.

Links

University of Memphis Faculty Resources
(at Academic Affairs):

[Faculty Resources](#)

Includes T & P guidelines,
instructions for completing e-
dossiers, and forms (under Tenure
and Promotion), CV and
guidelines, and current Faculty
Handbook

Curriculum vitae also at

[myMemphis](#), Faculty tab (right-
hand side, about half way down)

SETE (Student Evaluation of Teaching
Effectiveness) information
SETE and SIRS summary forms here

[SETE and SIRS forms](#)

School of Music faculty resources
(password needed)

[School of Music website](#)

College of Communication and Fine Arts T & P guidelines:

Includes College guidelines for evaluating the significance of research in music and
current T & P calendar

[College tenure and promotion guidelines](#)

Office of the Dean of the College of
Communication and Fine Arts

[Dean's office](#)

Before Tenure: An overview

Most faculty at the Scheidt School of Music are appointed at the assistant professor level. If this is your case and you have not been given special consideration (e.g., credit for service at another university), you will go up for tenure and promotion to associate professor during the fall semester of your sixth year; if the application is successful, the tenure and promotion will take effect the following fall. This handbook is concerned mostly with that process and, later in your career, promotion to full professor. Before that time, however, several other things happen which will become part of your tenure file.

Annual Evaluations

The Board of Trustees of the University of Memphis requires that department chairs evaluate the faculty in their departments annually and that the results of these evaluations be used as a part of the basis for decisions relating to tenure, promotion, etc. This process will serve as the annual review for all untenured faculty. (See the U of M Faculty Handbook for details of this procedure.) Because your annual evaluations and mid-tenure review are a core part of the evidential base considered for your tenure and promotion review, copies of these evaluations will be included in your dossier.

The annual evaluation covers the calendar year and takes place in the following spring. You

1. fill out and submit the online [Faculty Evaluation](#) Form
2. fill out the Planning Form with your plans for the current year (at the same website) and submit it to the Director; and
3. update your [University CV](#)

This is followed by a meeting with the Director, at which you discuss progress, plans, and concerns. The Director completes a report based on this material, SETE (Student Evaluation of Teaching Effectiveness) reports, peer evaluations, etc. The Director's evaluation is sent to you electronically for acknowledgement, and you may comment if you wish. (Information about SETE forms can be found on the [SETE page](#) and on each faculty member's portal – SETE channel.)

In your first year, your assigned mentor provides the Director with an evaluation of your teaching. The mentor will observe your teaching at least twice, at mutually agreeable times. In your second year, the head of your area will observe your teaching; in the third year, the Director will observe your teaching. The cycle begins again in the fourth year. These evaluations will be shared with you, and a summary of them will be included in your Tenure and Promotion dossier (§ 6.4). The document "Teaching Evaluations," outlining the points to be addressed by the observer, may be found in the School of Music's faculty resources.

Mid-Tenure Evaluation

The School of Music conducts a major evaluation of each faculty member in a tenure-track position, normally near the end of the third year. This review is conducted by the Tenure and Promotion Committee and the Director of the School of Music, and its purpose is to provide you with information about your progress toward promotion and tenure. The procedure for mid-tenure review is fundamentally the same as that used for tenure and promotion review. You are responsible for presenting an early version of the dossier that will be used later for tenure and promotion, in the format specified below (with the exception of the letters from external peer reviewers, which are not requested until the real tenure and promotion review). The evaluation criteria for the quality of your mid-tenure accomplishments are the same as those used for promotion to Associate Professor with tenure.

The results of the review by the Director and the Promotion and Tenure Committee will be forwarded to the Dean for comments and evaluation, and the completed review becomes part of the faculty member's permanent file.

See Faculty Handbook, pp. 69–72, and below, especially pp. 16–18, for details.

Overview of the Promotion and Tenure Process

Applications for tenure and promotion are made before the fall semester and reviewed over the fall and early spring by various committees and administrators; this is what to expect:

- In the spring *preceding* the application, you prepare—in consultation with the Director of the School of Music—a selection of material to be sent to the external peer reviewers, who evaluate your research/creative work. The material will be in electronic form: your U of M curriculum vitae, scanned or electronic publications, recordings or videos, etc. You also give a list of five names of possible reviewers to the Director, who will select several of your names, add some others (with input from appropriate colleagues), and send out requests for peer reviews over the summer.

You will also receive a blank e-dossier from the Dean's office, and you can begin creating and entering material. Instructions for completing e-dossiers may be found below and on the [Faculty Resources](#) page.

- Early in the fall semester, you submit your formal application for tenure and promotion, the e-dossier showing your accomplishments as a faculty member.

Besides the e-dossier, you may submit supplemental material, such as books, recordings, videos, programs, reviews, syllabi or whatever seems appropriate; these should be taken to the Director's office. The usual thing is to arrange them in notebooks or in files in a plastic file-storage box.

- These dossiers are reviewed carefully by an elected subcommittee of the Tenure and Promotion Committee of the School of Music. This subcommittee prepares a short report on each candidate and votes whether to support the tenure and/or promotion.
- The subcommittee presents its findings and opinion to the Tenure and Promotion Committee, which consists of all tenured associate and full professors in the school, for discussion and a vote. The full committee has access to, and is also asked to review, the dossiers, and they prepare and vote on a report for each candidate, which is forwarded to the Director. Promotions to full professor are discussed and voted on only by full professors.
- The Director also consults the dossiers and writes another report for each candidate confirming or dissenting from the Committee's report.
- The Director's and the Committee's reports are added to the e-dossier, which is next considered by the Tenure and Promotion Committee of the College of Communication and Fine Arts. The non-electronic supporting materials ordinarily stay at the School of Music, but may be requested up the line in cases of doubt.
- The CCFA Tenure and Promotion Committee votes (though the School of Music's representative may not vote on music faculty) and makes its own report to the Dean; this is also added to the dossier.
- The Dean reviews the materials and makes his or her own report, again supporting or dissenting from the decisions at lower levels; the process continues to the provost, the president, and the Board of Trustees.
- Information on the duties of the Director, Dean, etc., the composition and appointment of committees, and the process of appealing a negative decision appear in the Faculty Handbook.

The CCFA Tenure and Promotion calendar is posted in the early fall on the [CCFA website](#), and a current version will be provided to each applicant along with the e-dossier.

3.6 Minimum Requirements for Appointments, Tenure, and Promotion

[From here on, black type is text taken from the University of Memphis Faculty Handbook]

The following constitutes minimum requirements for appointment, tenure, and promotion at the University of Memphis.

Instructor

- Potential ability in instruction.
- Master's degree in the instructional discipline or a related area.
- Evidence of good character, mature attitude, and professional integrity.

Assistant Professor

- Evidence of potential ability in instruction, public service, and research.
[Further text deals with research and clinical appointments, of which there are none in music.]
- Earned doctorate from an accredited institution in the instructional discipline or related area; or master's degree in the instructional discipline when that master's degree is the recognized terminal degree in that discipline.
Exceptions to the minimum rank qualifications at the assistant professor level can be recommended by the president to the Board of Trustees if the applicant's performance has been exemplary in some way.
- Evidence of good character, mature attitude, and professional integrity.

All tenure-track faculty in the School of Music are appointed at the assistant professor level; therefore, no one is promoted to this level.

Associate Professor

- Documented evidence of ability in instruction, public service, and research.
[Further text deals with research and clinical appointments, of which there are none in music.]
- Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area plus **at least** five years appropriate professional experience. (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree) in the instructional discipline or related area.
- Documented evidence of high quality professional productivity, which is leading to national recognition in the academic discipline.
- Evidence of good character, mature attitude, and professional integrity.

In certain subdisciplines represented within the School of Music, a master's degree in music plus an exceptional level of professional experience may be judged as equivalent to an earned doctorate. If such equivalence is being invoked, the reports of the Committee and Director should so specify, explaining the basis for the judgment.

Professor

- Documented evidence of ability in instruction, public service and research. [Further text deals with research and clinical appointments, of which there are none in music.]
- Earned doctorate or equivalent terminal degree from an accredited institution in the instructional discipline or related area plus **at least** ten years appropriate professional experience (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree) in the instructional discipline or related area.
- Documented evidence of sustained high quality professional productivity and national recognition in the academic discipline.
- Evidence of good character, mature attitude, professional integrity, and a high degree of academic maturity and responsibility.

In certain subdisciplines represented within the School of Music, a master's degree in music plus an exceptional level of professional experience may be judged as equivalent to an earned doctorate. If such equivalence is being invoked, the reports of the Committee and Director should so specify, explaining the basis for the judgment.

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

Note: Please see the section entitled "Terminal degrees" for additional information concerning this requirement and any exceptions that may be requested. [§ 3.7 of the Faculty Handbook] Also note that the tenure clock will not begin until the candidate has earned his/her terminal degree or in accordance with criteria set forth in the official letter of offer and employment contract.

The university assesses the English language proficiency of all candidates for faculty positions ... prior to employment ... The university reserves the right to further assess

language proficiency after a faculty member has been appointed ... [For details, see § 3.8 of the Faculty Handbook.](#)

Below is the Tenure and Promotion section of the Faculty Handbook (§ 4), reproduced with a few trivial changes of format and omitting passages dealing with matters beyond the usual tenure and promotion process of the School of Music. Material dealing with the promotion of lecturers and the evaluation of non-tenure track faculty is omitted. Throughout this text, the terms *department* and *academic unit* should be understood to refer to the School of Music, and *chair* to the Director.

Tenure and Promotion

4.1 Tenure and Promotion Overview

The quality of the faculty of any university is maintained primarily through the appraisal, by competent faculty and administrative officers, of each candidate for tenure and promotion. Tenure at the University of Memphis provides certain full-time faculty with the assurance of continued employment during the academic year until retirement, or dismissal for adequate cause, financial exigency, or curricular reasons. Tenure does not confer the right to teach during the summer sessions, nor a guarantee of any specific salary. Tenure and/or promotion to a higher academic rank can be awarded only by the 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 tenure and promotion process begins at the department level and requires an understanding of the objectives and aims, not only of the department or appropriate academic unit, but also of the college and university. Criteria to aid in making these appraisals have been formulated by the individual departments and academic units, the individual colleges, and the university. Departmental and college criteria are consistent with the policies of the university, but are tailored to the demands of the specific discipline and are designed to allow each department to maintain the degree of specialization in its faculty that the profession requires. Departmental criteria are approved by the dean, provost, and president. College criteria are approved by the provost and president.

Written guidelines should be available online and on file in each departmental office and should 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. Guidelines should be redistributed to all affected faculty members whenever they are revised or should be available on the Web.

The School of Music's guidelines (identical to the present document) are accessible through the [School's web server](#), under Faculty Resources (password required).

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

4.1.1 Definitions of Teaching, Scholarship, and Service

Each 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 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 supervising might be considered teaching, or scholarship, or both. Teaching, scholarship, and service should be evaluated individually and collectively during annual review and at the time of tenure and promotion decisions.

4.1.2 Teaching

Teaching is central to the purposes and objectives of the University of Memphis. It encompasses classroom instruction, course development, mentoring students in academic projects including dissertations, 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 curriculum innovations is encouraged.

The evaluation of teaching should be adaptable to differences among disciplines. Since such evaluation is a qualitative process, multiple sources of evidence, including student evaluations for all classes, should be employed. The evaluation should be formative (to improve teaching skills) as well as summative (to judge teaching skills).

4.1.3 Scholarship

Scholarship is a discipline-based, multi-disciplinary 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, films, paintings, performances, and choreographic or theatrical design. Scholarship can be divided into five sub-categories: application, creative activity, inquiry, integration, and the scholarship of teaching. Each department, considering its relevant discipline or disciplines, may emphasize contributions in some sub-categories more than others, as described in its

mission statement and other relevant departmental documents. Individual faculty are not expected to contribute in all five subcategories of scholarship. Some overlap in the meaning of the five subcategories is inevitable, and a particular scholarly contribution may fall under more than one category.

Creative activity should be fully accepted as scholarship in departments where such work is appropriate to both professional specialization and teaching. It includes, but is not limited to, choreography and dance performance; creative writing; direction and design of plays; exhibition of visual arts such as paintings, sculpture, and photography; direction of film and video; and musical composition and performance.

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.

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.

The ***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" in **not** equivalent to teaching. Classroom teaching and staying current in one's field are **not** relevant criteria for evaluating the "scholarship of teaching."

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 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 and promotion criteria.

For performers, engaged scholarship encompasses collaborative, sustainable, and long-term projects developed together with a partnering organization (e.g., an arts group, community group, school or other institution) that equally benefit the university, the partnering organization, and the community. Such projects will result in finished products such as performances, recordings, or published reports, reviews or articles.

4.1.4 Service

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

All faculty members will 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 of many faculty 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.

Service to the profession includes association leadership, journal editorship, article and grant proposal review, guest lecturing on other campuses, and other appropriate activities.

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 university ... Community outreach is particularly valuable for an urban university such as the University of Memphis.

4.1.5 Evaluation of Effective Teaching, Scholarship, and Service

University 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.

The School of Music's criteria relate also to the School's own mission statement: The Rudi E. Scheidt School of Music at the University of Memphis is a comprehensive school of music dedicated to its role as a cultural and intellectual resource for the university, the city, and the wider musical world. In its teaching and research it is devoted to the preservation and growth of music as an art, as a craft, as a profession, and as a treasury of human wisdom.

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.

Although it is difficult to establish evidence of teaching excellence, each department must develop a procedure to ensure that all factual information relative to candidates' teaching is 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 and stimulate creativity in the student population.

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

Candidates for tenure and promotion must present evidence of their research and scholarly activities. Such evidence should cite books, journal articles, monographs, creative activity, performances, or exhibitions and must accompany the application for promotion and tenure. The scholarship of teaching goes beyond doing a good job in the classroom; creative teachers should organize, record, and document their efforts in such a way that their colleagues may share their contributions to the art of teaching. Appropriate textbooks or educational articles in one's own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching. Likewise, the scholarship of engagement should cite peer-reviewed publications, collaborative reports, documentation of impact, and continuing external funding as evidence of research activity. Please see the sections "Definitions of Teaching, Research, and Service" (§ 4.1.1 above, p. 10 in this document) and "Documenting for Tenure and Promotion," (§ 4.5.1 below, p. 21 in this document), for further details.

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

compositions, and other artistic creations. Books published by reputable firms and articles in refereed journals, reviewed by recognized scholars, are more significant than those that are not subjected to such rigorous examination. It should be emphasized that quality is more important than quantity.

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 teaching and research.

Adjudication of musical contests and the like is considered part of outreach or service to the community. Evidence of commitment to multicultural concerns and the humanitarian aspects of music may also fit well into this section of your dossier.

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.

Departmental recruiting is considered part of institutional service.

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

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

Performers and scholars must strive to achieve a balance among teaching, research/performance, and service, in which all are sufficiently strong and fulfill the School's needs.

4.1.6 External Peer Review

Both tenure and promotion to associate professor or professor require external 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, or creative activity of the candidate. It is expected that external reviewers will be selected from peer or comparable institutions with national reputations in the faculty member's discipline. Though not an absolute requirement, it is also expected that faculty of superior rank will review faculty of lower rank. For example, full professors should review applicants for promotion to professor.

Such reviews place a burden on the usually busy schedules of the evaluators. In order to obtain external reviews in a timely manner, the process of developing the lists of external reviewers, as described below, should be initiated during the Spring semester preceding the Fall tenure and promotion process.

The candidate shall develop a list, normally four to eight names, of recommended peer reviewers from outside the University. The candidate may also submit a list (with justifications) of persons who may pose a conflict for consideration by the chair of the department and the department tenure and promotion committee. In addition, the chair of the department and the department tenure and promotion committee will develop a list of outside peer reviewers. The chair must select at least one of the names suggested by the candidate. The department is solely responsible for supplementing the candidate's list with additional reviewers. The dossier should contain at least four external reviews. If it is not possible to obtain four reviews, the reasons must be documented at the departmental level. For each reviewer, there should be an accompanying brief paragraph written by the Director noting 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. To the extent possible, the external reviewers for candidates seeking the rank of professor should be professors themselves.

In the School of Music, the Director will ask you to provide five names of potential external peer reviewers, together with a statement of your relationship to each. At this point, you will also provide a complete curriculum vitae, and the Director will work with you to put together a representative sample of your work to send out to these external reviewers. The Director will select some of your names and add some of his or her own, soliciting reviews from a combination.

All reviewers should receive the same materials for evaluation; if not, an explanation should be included. Peer reviewers who have agreed to write letters of evaluation should be sent the following: the candidate's curriculum vitae and a letter from the Department Chair to the reviewer, including a request for a written response to the question: "How do you assess the quality of the scholarly and/or creative activity of the candidate;" a deadline for the written response; and a statement that the State of Tennessee has an Open Records Law and that the candidate has access to the outside peer evaluation document.

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

Instructions for the chair concerning faculty evaluation, planning, the cv, student evaluations, and faculty development programs appear here. See the Faculty Handbook, §§ 4.1.7–4.1.12 for details.

4.1.13 Role of Evaluation in Renewal of Tenure-Track Appointments and Tenure and Promotion Decisions

Evaluations may be considered in determining whether to renew a faculty member's tenure track appointment. The department chair may use the annual evaluation and review process as an opportunity to counsel tenure-track faculty during their probationary period. The mid-tenure review, discussed below, provides an additional opportunity for counseling tenure-track faculty regarding any areas of concern and becomes 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 material 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 promotion and tenure.

4.2 Mid-Tenure (Third-Year) Review of Probationary Faculty

Overview

Individual departments and academic units, with the involvement of their dean, will conduct a major evaluation of untenured faculty in tenure-track positions prior to their eligibility to apply for tenure. The purpose of the review is to provide the department tenure and promotion committee, the chair, the college tenure and promotion committee (if utilized), the dean, and the faculty member with information about his/her progress toward promotion and tenure. This evaluation is typically near the end of the faculty member's third year, and is conducted by the tenure and promotion committee and the chair. Each faculty member is responsible for presenting documentation (the dossier) of contributions and accomplishments according to departmental or academic unit, college, and university guidelines. These materials are reviewed by the tenure committee of the department, by the chair, and by the dean, and are subsequently forwarded to the Office for Faculty Administrative Services for inclusion in the faculty member's permanent file. During this process, the chair and the dean should provide the candidate with information about his or her progress toward application for tenure.

4.1.2 Procedures

A timeline appears on the [CCFA website](#), along with a table listing the content of the third-year review e-dossier, and other details. The applicant will be granted access to the UMDrive e-dossier on December 2, 2019. All documents are to be uploaded to the UMDrive by January 14, 2020 (11:59 pm CST).

The procedure for 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 mid-tenure review should be **much like** the one for tenure and promotion, with the exception of letters from external peer reviewers, **which are not included. The dossier follows the organization set out by the CCFA, and should contain documentation of high-quality** instruction, scholarship, and outreach/service. (The term scholarship will be used to encompass research and creative activity.) The inclusion of non-essential documentation is discouraged.

4.2.2 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.

4.2.3 Feedback

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

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

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

It is very important to address any concerns raised in the third-year review and to develop a plan to remedy any deficiencies.

Colleges may elect to include the college tenure and promotion committee in the third-year/mid-tenure review process. The dean shall then prepare a written report and, as

necessary, may meet with the candidate to discuss the results of the third-year/mid-tenure review.

In CCFA, the college tenure and promotion committee does not participate in the process. The Dean, however, prepares an evaluation and meets with the candidate.

4.3 Eligibility for Tenure and Promotion

4.3.1 Tenure

Before beginning the sixth (or final) probationary year, a faculty member with the rank of assistant professor or higher must make application for tenure. Application and all supporting documents for tenure should be submitted at the beginning of the fall semester of the sixth or final probationary year.

NB: this sentence refers to the formal dossier: applicants must provide the Director with a list of potential external peer reviewers, and materials for them to review, in the *spring* of the *fifth* year.

Candidates for tenure must meet eligibility requirements for promotion to associate professor or have already attained that rank. [...]

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

Faculty holding temporary appointments are not eligible for tenure. Also, faculty may not be tenured in an administrative position. A faculty member will retain tenure in 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.

4.3.2 Promotion

Faculty members may apply for promotion whenever they believe they meet the established criteria. The minimum criteria for promotion are stated herein; however, faculty members applying for promotion must also satisfy any applicable criteria for promotion required by their individual department, academic unit, and/or college. Faculty members are advised, but not required, to confer with their department chair before submitting applications for promotion.

4.3.3 Review Process for Tenure and Promotion

Overview

The tenure and promotion process begins at the departmental or other academic unit level, with review of the candidate's **dossier** by the departmental tenure and promotion committee. This committee adds **its recommendation to the dossier, which then passes to the department chair** or other appropriate head of an academic unit, who then reviews **it and adds a recommendation**. The application is then reviewed at the college level by the college tenure and promotion committee, which makes a recommendation; the dean **then** makes a recommendation. [...] **The dossier then goes** to the provost. In the event that a chair/head of an academic unit is not available to make a recommendation on a tenure and promotion application, the provost may appoint a substitute from within the appropriate college or accept the dossier for consideration without such a recommendation.

The School of Music's Promotion and Tenure committee consists of all tenured associate and full professors except the Director. A Promotion and Tenure subcommittee, elected by the full Promotion and Tenure committee and consisting of seven elected members of the full committee, on overlapping two-year appointments, prepares a statement that is approved by the full committee. They elect a chair at their first meeting; the chair presides at meetings of the subcommittee and full committee, assigns tasks to the members of the subcommittee, and is responsible for producing the final statements of the full committee in a timely manner.

Directions for chairs, the college committee, the dean, etc., and information on appealing a negative decision, are here omitted.

Preparing for Tenure and Promotion

4.5.1 Documenting performance: teaching, scholarship/research, service/outreach

Application for tenure and promotion is made by submitting the e-dossier, with all the required sections completed by the applicant. Great care should be taken in the preparation of the dossier. [p 82] Nothing may be added to or removed from a candidate's dossier **by the candidate** after it has been evaluated by the department's tenure and promotion committee. This requirement insures that each reviewing authority will examine exactly the same evidence in making decisions on tenure and/or promotion application.

The previous two sentences mean that you may not add to or subtract from the file after the committees have seen it; certain forms, peer reviews, etc., are added by the committees, the Director, and the Dean in the process.

This rule notwithstanding, the Appeals Committee (in the case of an appeal) may request such information that it deems necessary to form its recommendations to the President.

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

Documenting for Tenure and Promotion

Some of the materials suggested below belong in your supplementary files, not the main e-dossier, which is restricted to the items specifically requested.

Types of evidence for **effectiveness** in **teaching and mentoring** include the following.

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

Examples of documentation for **teaching and mentoring** include the following:

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

The University requires summaries of SIRS and SETE evaluations covering the candidate's entire career, not just the previous semesters. If evaluations are not available for some courses or semesters, an explanation should be provided.

- 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 [this will appear in the Curriculum vitae]
- Evaluation by department chairs
- Comments of peers
- Teaching awards

Types of evidence and documentation for effectiveness in **research and scholarly/creative activities** include the following.

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

Artist-level and/or research-oriented performances and public master classes are considered to be forms of research in the School of Music. Audio and video recordings, programs, compositions, reviews, etc. are all acceptable (and in some cases mandatory) as evidence of research.

Types of evidence and documentation for **professionally related services** include the following.

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

- Service to the larger society; e.g., presentations related to the discipline; professional advice and counsel to groups or individuals; other types of service, particularly in the university's service area.

Other factors to be considered include:

- Evidence of 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 these areas.
- Professional growth; e.g., courses taken for credit, courses audited, seminars attended and independent study activities (much of this evidence will be submitted in the section on teaching, service, research, and scholarly/creative activity).

4.7 Departmental Guidelines for Tenure and Promotion

At the heart of the tenure and promotion process is the need for all departments (a) to spell out specific requirements for tenure and promotion, (b) to inform faculty yearly as to their progress, and (c) to communicate these criteria to the college committee, deans, and the provost. Accountability for implementing this process begins at the departmental level with clearly defined standards for the evaluation of faculty for tenure and promotion. Specific written guidelines are developed at the departmental level and reviewed by a college level faculty committee advisory to the dean, and approved by the dean and the provost.

These guidelines should be distributed to faculty members at the time they join the faculty, at the time of pre-tenure review, and at the time of application for tenure or promotion. These written guidelines are to be discipline-specific, although in harmony with general University guidelines. They should contain the specific criteria and procedures for faculty evaluations and should be updated as needed. Departmental standards are to be included in the tenure and promotion materials sent forward from the department to the college and University levels on behalf of the candidate. In addition to developing and distributing specific standards, it is of crucial importance to assist new untenured faculty through the use of a mentor system.

Early in your career, the Director will assign you a mentor.

Recommendations for or against faculty eligible for tenure originate from the department or division in which the faculty member is assigned and include appropriate participation in the recommendation by the tenured faculty in that department or division.

Guidelines for tenure and promotion of interdisciplinary faculty are here omitted.

Length of probationary period

Fast Track for Tenure

See Faculty Handbook, §4.9. If you are on a fast track for tenure, this will be specified in your appointment letter.

4.10 Probationary Period Prior to Application for Tenure

A faculty member on a tenure-track appointment must serve in a faculty position at the University during a probationary period prior to eligibility for application for tenure. The standard probationary period is six years, unless otherwise prescribed in writing and approved by the dean, provost and president. Absent an approved exception, application for tenure and all supporting documentation must be submitted at the beginning of the fall semester of the sixth or final probationary year.

NB: this sentence refers to the formal application and dossier: applicants must provide the director with a list of potential external reviewers, and materials for them to review, in the spring of the fifth year.

Faculty members on tenure-track appointments will not be subject to substantial revisions in the criteria for tenure if these revisions occur during the faculty member's probationary period. However, all procedural guidelines would be those in place at the time of the application for tenure.

Exceptions that may affect the length of the probationary period are addressed in the sections [below](#).

Returning to School

From time to time, an untenured faculty member may receive permission to return to school to obtain a terminal degree in his/her discipline. If the faculty member is in a tenure-track position while in school, commencement of the tenure clock will be delayed until he/she completes all degree requirements. The tenure clock will commence at the beginning of the fall semester of the academic year that follows completion of the degree program.

4.11 Credit for Prior Service

At the discretion of the president, credit toward completion of the probationary period may be permitted for previous full time service at other colleges, universities, or institutes, provided that the prior service is relevant to the needs and criteria of the [p. 88] University of Memphis. Any credit for prior service that is recognized and agreed to must be confirmed in writing at the time of the initial appointment. Also, at the discretion of the president, credit toward completion of the probationary period maybe given for a maximum of three years of previous full-time service in a temporary faculty appointment at the University of Memphis or in an earlier tenure track appointment at the University of Memphis which has been followed by a break in service. Any credit for such prior service must be included in the appointment letter to the candidate and must be approved by the chair, dean, and provost before the offer is made. In these cases, the faculty member is expected to submit a dossier that is consistent with the guidelines outlined in the Handbook "Preparing for Tenure and Promotion." His/her application will be considered during the regular fall/spring tenure and promotion cycle.

The Director and Dean recommend and the Provost approves the request.

4.12 Credit for Administrative Position or Transfer

Time or a prorated portion of the time served in an administrative position may be credited toward the probationary period, provided that the faculty member maintains significant involvement in academic pursuits (i.e., teaching and scholarship). The faculty member must initiate the tenure action in his or her home department or academic unit, even if the faculty member is currently serving in an administrative position outside of the department or academic unit.

When a faculty member is serving a probationary period in an academic unit (e.g., a department or division) or program and is then transferred to another academic unit or program, they may, with the written approval of the president, elect to begin a new probationary period. Time spent in the first appointment will count toward establishing the probationary period unless a change is approved in writing by the President.

4.13 Extension of Probationary Period

A faculty member in a tenure track appointment may request a one-year extension to the probationary period only when such probationary period was originally negotiated for less than six years. Such extensions are allowed when a faculty member requires additional time to develop a dossier that adequately reflects the candidate's potential long-term contributions to the department. Extensions will not be granted if the total probationary period exceeds six years.

A faculty member seeking an extension of the probationary period must submit his/her request in writing, addressing the considerations described above. The request is to be submitted to the department chair for consideration and recommendation. The chair's recommendation is forwarded to the dean of the faculty member's college for consideration and recommendation; *thence* to the provost for consideration and recommendation; and finally to the president for approval or denial. The president will notify the faculty member, in writing, of the decision to approve or deny the request for extension within one month of submission.

A faculty member may apply for a maximum of two (2) extensions in one-year increments, so long as the total probationary period does not exceed six years. Requests for a second extension follow the same procedure and are subject to the same considerations as the original extension. Requests for extension will not be granted retroactively.

4.14 Stopping the Clock

A faculty member in a tenure-track position may request to "stop the clock" during his/her probationary period when circumstances exist that interrupt his/her normal progress toward building a case for tenure. In such cases, the faculty member may request to stop the clock for one year if he/she demonstrates that circumstances reasonably warrant extension. Reasons for stopping the clock will typically be related to a personal or family situation requiring attention and commitment that consumes the time and energy normally used to address faculty duties and professional development. Examples may include, but are not limited to, childbirth or adoption, care of dependents, medical conditions or obligations, physical disasters or disruptions, or similar circumstances that require a fundamental alteration of one's professional life. The intent of this policy is to serve the best interests of the University while providing neither preference nor adverse effect on a faculty member's process of developing a case for tenure.

A faculty member seeking to stop the clock must submit his/her request, in writing, addressing the considerations described above. The request is to be submitted to the department chair for consideration and recommendation. The chair's recommendation is forwarded to the dean of the faculty member's college for consideration and recommendation; *thence* to the provost for consideration and recommendation; and finally to the president for approval or denial. The president will notify the faculty member, in writing, of the decision to approve or deny the request for extension within one month of submission. Stop the clock requests based on a faculty member's health or care for an immediate family member should be submitted to the Office of Legal Counsel for review.

A faculty member may apply for a maximum of two (2) "stop the clock" periods. Requests for a second extension follow the same procedure and are subject to the same

considerations as the original extension. “Stop the clock” requests will not be granted retroactively.

4.15 Leaves of Absence

Only full time continuous service at the university is to be included in the probationary period, except for a period covered by an approved leave of absence. The period for an approved leave of absence will be excluded from the requisite probationary period unless the provost has specified in writing prior to approving the leave that it will be included. No more than one year of an approved leave may be included in the total probationary period. A leave of absence will not be granted retroactively.

Non-Renewal of Appointments, Post-Tenure Evaluation, Expiration, Relinquishment, and Termination of Tenure

Information on non-renewal of appointment following unsuccessful application for tenure and non-renewal of tenure-track contracts appear in §§ 4.16–4.19.

Details concerning post-tenure evaluation, faculty development, and unsatisfactory performance of tenured faculty appear in § 4.20.

Information on expiration, relinquishment, and termination of tenure appears on §§ 4.21–4.22.

Material on the criteria for the ranks of Lecturer and Senior Lecturer and Instructor, Senior Instructor, and Master Instructor, and on the process of promotion for these positions (§§ 4.23–4.24) is here omitted.

4.5.2 The Dossier

Candidates who are not sure what to include in their dossiers or how to organize the material should seek help from their chairs and colleagues, particularly those who have served on tenure and promotion committees. However, the following recommendations represent a general set of procedures designed to establish a minimal degree of uniformity across colleges and schools. Variability may occur among colleges in the implementation of these recommendations due to differences in the structure and/or size of colleges and schools.

Candidates prepare dossiers for review in consultation with the Department Chair. The material specified in the University of Memphis dossier must be included.

The table below outlines the structure, mandated by the university, for the dossier. This dossier must be divided into ten sections as indicated in the table, and the materials arranged accordingly. Most of its contents are written or otherwise provided by you; a few are forms and reports provided by various committee chairs, the Director, the Dean, and so forth as the process continues up the line. Once you have submitted your parts of the e-dossier, you will no longer have access to it.

The following file types are recommended: PDF, DOC, DOCX, JPG, JPEG, XLS, and XLSX. Links may also be provided for documents—say videos, websites or electronic publications—that are housed elsewhere. Do not use sub-folders, but rather number files 4.1 A, 4.1 B, etc.

Forms may be found at [Faculty Resources](#). Mac users should use Safari.

The Dossier: Required documents

Number	Name of document	Responsible for	Notes
1.1	Recommendation signature page	School	Department scans and uploads signed form. Must have department chair and committee chair signatures.
1.2	Appointment history form	Applicant	Form at Faculty Resources
1.3	Early Tenure memo or Stop the Clock memo	Applicant	Most faculty will have neither.
2.1	Statement from the Dean	Dean's office	
2.2	Statement from the college committee	Dean's office	

3.1	Statement from the Director of the School of Music	School	
3.2	Statement from School of Music P & T committee	School	
4.1	External review letters	School	Add as many as necessary. Scan and upload each, naming them 4.1 A, 4.1 B, etc.
4.2	Summary of credentials of external evaluators	School	Use format in Faculty Handbook
4.3	Copy of solicitation letter to external evaluators	School	Use format in Faculty Handbook
5.1	Initial Appointment letter	Applicant	Scan, redact sensitive information, and upload.
5.2	Annual evaluations	Applicant	Add as many 5.2 documents as necessary, labeling them 5.2 A, 5.2 B, etc. Scan and upload any non-electronic evaluations, marking out your SSN.
5.3	Mid-tenure evaluation statement of School of Music P & T committee	Applicant	Scan and upload
5.4	Mid-tenure evaluation statement of Director of the School of Music	Applicant	Scan and upload
6.1	Summary of teaching responsibility, philosophy of teaching	Applicant	
6.2	SIRS summary sheet	Applicant	Form at Faculty Resources. Newer faculty may not have SIRS.
6.3	SETE summary sheet	Applicant	Form at Faculty Resources

6.4	Peer evaluations of teaching	School	Do not solicit. This space is reserved for official departmental evaluations. At least one evaluation from each year of appointment.
6.5	Teaching honors and awards	Applicant	List only; do not attach copies of certificates, letters, etc.
7.1	Research, scholarship, creative activity – Brief summary of accomplishments & plans	Applicant	
7.2	Internal grants and contracts (for research, etc.)	Applicant	List only
7.3	External grants and contracts (for research, etc.)	Applicant	List only
7.4	Peer evaluation of research, scholarship, creative activity	School	Do not solicit. The School of Music does not use this category.
7.5	Honors and awards (for research, etc.)	Applicant	List only
8.1	Service, outreach, advising, mentoring, administration – Brief summary of responsibilities & accomplishments	Applicant	
8.2	Internal grants & contracts (for service, etc.)	Applicant	List only
8.3	External grants and contracts (for service, etc.)	Applicant	List only

8.4	Peer evaluations of service, outreach, advising, mentoring, administration	Applicant	Letters solicited from peers and colleagues may go here, including those mentioning teaching and research. Use current letters only (since the mid-tenure review, or, for promotion to professor, from the past three years). Scan and upload.
8.5	Honors and awards (for service, etc.)	Applicant	List only
9.0	University curriculum vitae	Applicant	www.memphis.edu/aa/resources/facres Upload as pdf. Mac users: after completing the file, select View CV, then select print and save as a pdf. PC users: after completing the file, select View CV, click control-P, then under Name select PDF Creator
10.1	List of Supplemental materials	Applicant	
10.2	Supplemental materials	Applicant	Add as many 10.2 documents as necessary, as 10.2 A, 10.2 B, etc. Hard copies may be housed in the School of Music main office. If linking to external sources, such as webpages or large files held elsewhere, provide a separate document with link and details for each.

Supplemental materials may include books, articles, recordings (audio and/or visual, commercial or privately recorded), reviews, programs, letters, syllabi, educational materials, or anything else that seems appropriate. You should be selective about what you include in the e-dossier. Material not included there may be arranged in files or notebooks and left in the Director's office. These supplemental materials may be used by the departmental subcommittee, Committee, and Director.

Concluding Remarks

The boundaries of our research are not so clearcut as in some other departments. A school of music takes as its province, in principle at least, all aspects of music that can be taught and learned. It embraces many concepts, methods, and styles of research: performance and composition are allied with the fine arts, musicology and music theory with the humanities, music education with the social sciences, a music industry program with the work of business, law, and engineering schools. The Scheidt School of Music is committed to a broad and pluralistic view of its mission; to the vital importance of faculty research in all aspects of that mission; and to the necessity of judging each faculty member's research activities within the canons of the subdiscipline(s) in which he or she has chosen to work.

Central to the concept of research in any field is the notion of thoughtful innovation. At some fundamental level, anything we call research must imbibe an existing intellectual tradition fully, take a responsible and well-considered step into the unknown, and be made available to future researchers. Research in music can take the form of conventional peer-reviewed books, journal articles, and conference papers, or of new works of art—compositions, performances, or collaborations with other artists—or of substantial contributions to the techniques of education, the reproduction of music, or the music business. But the worth of any act of research, in any of our subdisciplines, is ultimately a matter of its contribution to the future of the musical world.

It is the task of the Promotion and Tenure Committee to evaluate each candidate's research effort and accomplishment—its level of innovation, the scope of its impact on the discipline, its level of responsibility within current traditions of scholarship, and the intellectual and artistic quality of its products.