



THE UNIVERSITY OF
MEMPHIS[®]
College of Education

**The University of Memphis
College of Education
Department of Instruction and
Curriculum Leadership
Promotion and Tenure Policy
and Procedures**

2023

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

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Introduction

This document contains criteria and guidelines for the promotion and tenure process in the Department of Instruction and Curriculum Leadership (ICL) that are in alignment with the university guidelines on promotion and tenure 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 promotion and/or tenure will be provided a current copy of these guidelines for the purpose of submitting an online dossier pertinent to the awarding of promotion and/or tenure. Candidates should also refer to the promotion and tenure guidelines of the College of Education (COE) P&T guidelines serve as a baseline for the ICL Departmental promotion and tenure 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 promotion and tenure 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 promotion and tenure 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 Promotion and Tenure

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

Composition of the Committee on Promotion and Tenure. The ICL Committee on Promotion and Tenure 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 Promotion and Tenure is a tenured associate professor, the subcommittee will elect a new chairperson of the subcommittee. This subcommittee will be chaired by a tenured faculty member at the rank of professor and will consist of all tenured full professors.

A subcommittee including clinical and/or teaching and tenured professors above the rank of application will be formed for the purposes of evaluating faculty seeking promotion from assistant to associate clinical or teaching faculty or associate to full clinical or full teaching faculty. This subcommittee will be chaired by the elected chairperson.

Functions of the Committee on Promotion and Tenure. 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 promotion and/or tenure. 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.
4. 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 Promotion and Tenure Committee

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

Tenure.

Single Participation and Voting

In compliance with university policy, COE Promotion and Tenure Committee members cannot vote on candidates from their departments. Committee members will vote for those candidates at the departmental level. However, COE Promotion and Tenure Committee members may participate in discussions concerning candidates from their home departments. Votes of the COE Promotion and Tenure Committee are taken by secret ballot.

Procedures for Applying for Promotion and/or Tenure

Applications for promotion and/or tenure 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 Promotion and Tenure will follow the procedures described below to ensure a fair, consistent and accurate assessment of each candidate for promotion and tenure.

Promotion and tenure 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 promotion and tenure 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 Promotion and Tenure. In addition, the ICL Department Chair and the ICL Committee on Promotion and Tenure 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 Promotion and Tenure'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 associate professors should review applicants for promotion to associate professor.

All reviewers should receive the same materials for evaluation; if not, an explanation must be included. Peer reviewers who have agreed to write letters of evaluation should be sent the candidate's curriculum vitae and a letter from the department chair to the reviewer, a copy of the candidate's narratives consistent with their role and position. In addition, the materials to be forwarded must at least include:

- the departmental expectations for research/scholarship/creative activity;
- a request for a written response to the question, "In your opinion, has the candidate's accomplishments met or exceeded the expectations for research/scholarship/creative activity specified by the department?";
- the 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 external peer evaluation document.

Note: These are minimal 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 fully assess the scholarship of the candidate in an objective fashion.

Additionally, the Department Chair's letter to the external reviewers will include 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," as well as a deadline for the written response. The external reviewers will also receive three of the candidate's refereed articles that are supplied to the Department Chair by the candidate.

Upon receipt of the letters from the external reviewers, the Department Chair will upload the external reviews, the reviewers' CV's, and the summary of the reviewers' qualifications to the candidate's dossier.

Deliberation Procedures

ICL Committee on Promotion and Tenure 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 promotion and/or tenure
2. The committee's deliberations will be objective and based on the criteria for promotion and tenure 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 P&T 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 recommendations after receiving a report from the ICL Committee on Promotion and Tenure. 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 submit a written report, along with the report from the ICL Committee on Promotion and Tenure to the dean.

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, the chair should restrict 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 recommendations. Application for promotion may be withdrawn at this point. If the chair is being considered for promotion or tenure, the recommendation of the ICL Committee on Promotion and Tenure will be transmitted directly to the college dean.

Criteria for use by the Committee on Promotion and Tenure

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 promotion and tenure, 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 promotion and tenure, 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 Promotion and Tenure, who must determine not only present qualifications for promotion and tenure, but also determining 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 promotion and/or tenure. 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 student creativity.

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 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 promotion and tenure 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). Verifiable documentation is required to include consideration of research or creative activity in progress.
- Research in progress.
- 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 publication in peer-reviewed journals.
- Evidence of sustained ability to secure externally funded grants or contracts to support research/scholarship/creative activities.

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 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 promotion and tenure. A working definition of "engaged scholarship" is 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.

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; exhibitions

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.

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 the application for promotion and/or tenure 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 promotion and/or tenure 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 promotion and tenure committees.

- Each candidate for promotion and tenure will present a representative file of teaching activities, research/scholarly accomplishments and services/outreach activities. An appropriate and 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 promotion and tenure consideration. The review process will be the same as that used for promotion and tenure with the exception that the review will remain in the department and will not involve external peer review. The department promotion and tenure committee will enter into the dossier the tally of the anonymous vote, if the committee is recommending that the faculty member not be retained; a list of the participating tenured faculty members; suggestions for enhancing the faculty member's progress toward the grant of tenure; and the majority and minority report, if applicable.

The department chair and chair of the ICL Promotion and Tenure Committee will meet with the candidate to provide feedback from the review. The results of the review will be sent to the dean.

Post Tenure

Post-tenure Review is an expanded and in-depth performance evaluation conducted by a committee

of tenured peers and administered by the provost. Procedures for conducting a Post-tenure Review are set forth in Appendix E.

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 Promotion and Tenure 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.

- Documented evidence of high-quality teaching, service to the institution, service to the profession, and contributions to student development and success.
- Served at least five years at the rank of clinical assistant professor. Exceptions to this minimum rank qualification can be approved by the provost.
- Professional comportment consistent with the Faculty Code of Conduct.

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 the 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 scholarship/service 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 promotion and/or tenure 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 Promotion and Tenure Committee will review applications for clinical faculty promotion at the same time as those on tenure lines. After reviewing 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 candidate's 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.

Teaching Faculty

General Criteria for Appointment to Teaching Faculty Positions: Both tenure-track faculty and non-tenure-track faculty are expected to exhibit high standards of professional performance, integrity, and collegiality and to further the goals of their department and college. In addition, a teaching faculty member must have an appropriate degree, or its equivalent in training and experience, a strong commitment to higher education and in particular to the mission of the University of Memphis, and a willingness to assume the responsibilities and obligations appropriate to a professional or faculty university employee. Initial non-tenure track teaching faculty appointments are typically for a term of one year or less. After the first year, all non-tenure-track teaching faculty appointments will be made for a term of at least one year and not more than five years. The following criteria are utilized for appointments in teaching faculty positions:

1. Teaching Instructor: A faculty member with a minimum of a professional master's degree appropriate for the discipline, who possesses the potential for successful performance in instructional activity and service in a university environment; professional comportment consistent with the Faculty Code of Conduct
2. Assistant Teaching Professor: A faculty member with a terminal degree in the discipline, who possesses the potential for successful performance in instructional activity and service in a university environment; professional comportment consistent with the Faculty Code of Conduct
3. Associate Teaching Professor: A faculty member who has met the criteria for Assistant Clinical Professor and has consistently demonstrated an ability to perform at a level of excellence appropriate for the rank in instructional activity and service; documented evidence of high-quality teaching, service to the institution, and contribution to student development and success; service of at least five years at the rank of assistant professor of teaching (exceptions to this minimum rank qualification can be approved by the provost); professional comportment consistent with the Faculty Code of Conduct
4. Teaching Professor: Documented evidence of teaching excellence; service to the institution, and contributions to student development and success; service of at least five years at the rank of associate professor of teaching (exceptions to this minimum rank qualification can be approved by the provost); professional comportment consistent with the Faculty Code of Conduct

Among the characteristics of excellent instruction are the following practices:

- Establishing, applying, and maintaining rigorous expectations for student performance;
- Facilitating student learning through effective pedagogical techniques;
- Using instructional materials appropriate to the program and discipline;
- Providing current information and materials in the classroom and/or laboratory;
- Engaging students in an active learning process;
- Constructing appropriate and effective assessment activities;
- Incorporating collaborative and experiential learning in regular classroom instruction;
- Providing timely and useful feedback to students;
- Revising course content and scope as required by advances in disciplinary knowledge or changes in curriculum; and
- Revising teaching strategies with innovations in instructional technology

Promotion of Non-Tenure Track Teaching Faculty.: Teaching faculty appointments may be assigned the ranks of teaching instructor, teaching assistant professor, teaching associate professor, and teaching professor. Full-time, non-tenure track teaching faculty members are eligible for promotion consideration according to the following schedule:

- After five years in the rank of teaching instructor and attainment of a terminal degree, the faculty member is eligible for promotion to teaching assistant professor;
- After five years in the rank of teaching assistant professor, the faculty member is eligible for promotion to teaching associate professor;
- After five years in the rank of teaching associate professor, the faculty member is eligible for promotion to teaching professor.

This promotion schedule may be shortened with the concurrence of the department, the dean of the College of Education, and the provost.

From time to time, teaching faculty may become eligible for tenure-track positions. In these cases, the faculty member may be given credit for time in rank as a teaching professor or may be given credit for previous experience at other institutions. Teaching faculty serving on non-tenure contracts will be evaluated for promotion based on success in their assigned responsibilities in service and teaching as depicted in their job description and yearly contract, and as evaluated by criteria enumerated above, as well as by their collegiality. Application for promotion is initiated at the department level by the department chair and follows a review process identical to the review process of tenure-track faculty, delineated above. Promotional criteria for teaching faculty are as follows.

Evaluation for Promotion to Teaching Associate Professor. To be recommended for promotion to Teaching Associate Professor, the candidate must have an established record of high-quality instructional service that clearly meets the service expectations delineated in his or her employment contract. Additionally, the candidate must have at least adequate service ratings. If scholarship activities were included in the employment contract, the candidate must have demonstrated a record of empirical scholarship that at minimum meets the criteria for maintaining graduate faculty status.

Evaluation for Promotion to Teaching Professor. To be recommended for promotion to Teaching 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 Teaching 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. If scholarship activities were included in the employment contract, the candidate must have established a record of empirical scholarship that exceeds the criteria for maintaining graduate faculty status.

Non-Renewal of Teaching Faculty Appointments. Teaching faculty are subject to non-renewal of their appointments with appropriate notice. The non-renewal or non-reappointment of any faculty member on a teaching appointment does not necessarily carry an implication of unsatisfactory work or conduct. A faculty member whose teaching appointment is not renewed will be given an oral statement of the reason(s) and an opportunity for discussion with the president or the president's representative. Teaching faculty whose annual appointments will not be renewed will be given written notice of non-renewal of their appointment contracts in conformance with the schedule stated in the Faculty Handbook:

- Not later than April 1 of the first academic year of service if the appointment expires at the end of that year; or, if the appointment expires during an academic year, at least two months in advance of the expiration date.

- Not later than January 1 of the second academic year of service, if the appointment expires at the end of that year; or, if the appointment expires during the academic year, at least five months in advance of the expiration date.
- Not later than May 15 preceding the third or subsequent year of service, if the appointment expires at the end of that year; or, if the appointment expires during the academic year, at least twelve months in advance of the expiration date.

Notice of non-renewal becomes effective on personal delivery of the written notice to the faculty member, or on the date the notice is mailed to the faculty member's home address of record, whichever first occurs. Dates for notice of non-renewal are not affected by any credit for prior service. Failure to give timely notice of non-renewal of a contract will not result in a tenured appointment, but the faculty member will be eligible for an additional one-year, nonrenewable appointment.

Faculty members on teaching appointments will not be terminated during the term of their appointments except for reasons that would be sufficient for the termination of tenured faculty. The same procedures for the termination of a tenured faculty member are followed to dismiss a teaching faculty member for cause prior to the expiration of the one-year term of the appointment.