TENURE AND PROMOTION GUIDELINES

DEPARTMENT OF THEATRE & DANCE

September 2019

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Introduction

The material contained in the Tenure and Promotion Guidelines for the Department of Theatre & Dance is consistent with the policies of the University and the U of M Board of Trustees.

Any reference to the University Handbook is taken from the 2015 version. An update is currently underway and this document will be amended if needed to reflect any pertinent changes. Any text cited or contained from the University Handbook is enclosed in a box.

Currently, the Dean Hogan is constructing Tenure and Promotion guidelines for the College. Any directive regarding CCFA policy is included. At this time, the only reference to any CCFA policy is included in the Research section of this document.

Any material provided outside of an enclosed box, is language specific to our department and our discipline. It was taken from the department's T & P Guidelines, last revised in 2017.

I. 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 U of M 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, the University, and the U of M Board of Trustees. Departmental and College criteria are consistent with the policies of the University and the U of M Board of Trustees, 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 are kept on file in the departmental office and will be distributed to faculty when they join the Department, when they come up for mid-tenure review, and

when they apply for tenure and promotion. Guidelines will be redistributed to all affected faculty members whenever they are revised and are available on the Web.

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.

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 supervision 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.

A. The Primary Goals of the Department are to provide:

1. Public education designed to enrich the intellectual competence and achievement of the populace it serves (primarily students from the Mid-South geographic region)

2. An academic environment for educational, creative and scholarly pursuits

3. Professionally oriented education and training which emerges from a Liberal Arts context

4. Cultural and public service programs to improve and sustain the quality of life of the urban community in which we exist

5. Resources to the academic and public communities such as flow from an institution dedicated to the discovery, acquisition, dissemination, and preservation of knowledge

B. The Principal Objectives of the Department are to provide:

1. Levels of educational opportunity for theatre education and training. To this end we offer the B.F.A. and M.F.A. degrees, each degree having its own educational objectives. We are the major theatre arts educational resource in the region, available to students with a wide variety of academic and artistic preparation and a diversity of educational goals. We do not, however, propose to offer conservatory styled programs.

2. Students with a comprehensive base of knowledge, appropriate to the educational level, which will allow them to function as educated persons as well as theatre artists and practitioners.

3. Students with a set of professional standards, attitudes, and competencies which will allow them to function productively in the theatre profession.

4. Intellectual and creative challenges, appropriate to the educational level, which will foster artistic development and stimulate independent thinking.

5. A sense of personal confidence derived from successful practical experience at the appropriate developmental levels.

6. Students with a responsive "feedback" and support network which will assist them in developing not only an accurate self-image but also techniques for maximizing their effectiveness in the profession.

7. An educational environment which is conducive to peer interaction and stimulation while at the same time providing for a measure of personal attention. To this end we wish to sustain moderate populations in the B.F.A. and M.F.A. programs.

8. An effective faculty, one which draws creative and artistic sustenance from its environment, in order to serve the educational and developmental needs of its students.

9. Students with sufficient physical resources and administrative structure to service their educational and developmental needs.

10. The Memphis community, and the Mid–South region (western Tennessee, eastern Arkansas, and northern Mississippi), with a valuable cultural and educational resource.

C. General Philosophy Regarding Tenure and Promotion Criteria

1. Teaching and Mentoring

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 curricular 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).

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 continual development. Excellence in teaching is a strong recommendation for promotion, although it cannot be considered in isolation from scholarship and service.

Teaching in a university setting can occur in a number of varied contexts. The nature of the disciplines of theatre and dance provides extensive opportunities for teaching outside the context of the classroom as well as inside. Evaluation of the candidate's general teaching effectiveness will take into account these varied contexts.

In assessing the candidate's performance in the classroom, consideration will be given to teaching effectiveness at various levels of instruction, such as that designated by graduate, upper division, and lower division courses, and in various types of classroom settings, such as lecture courses, small seminars, and laboratory courses. In assessing the candidate's effectiveness outside the classroom, consideration will also be given to teaching contexts which are essential in the disciplines of theatre and dance. Representative activities include: (1) the teaching that occurs within the context of the rehearsal and production process in the academic setting; (2) the artistic guidance and supervision of M.F.A. candidates' qualifiers and production practicum; (3) the evaluation of B.F.A. candidates in regular performance auditions and portfolio reviews; (4) the supervision and evaluation of individual student special projects; (5) one-to-one consultations and/or coaching sessions preparing students for current season productions in the Department of Theatre & Dance or outside the University and for local, regional, and national auditions, competitions, and conferences.

2. Research

From the University Faculty Handbook:

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

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

- **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 tenure and promotion criteria.

From the CCFA Guidelines for The Department of Theatre & Dance
(examples of research and creative activity)

Types of Research and Creative Activity	**Evidence of Quality, Innovation, and Contribution to the Discipline**
Stage Direction, Choreography, and Performance	Significance of venue, selection criteria, written reviews; professional

	and peer evaluations; internal and external grants; honors and awards
Scenic, lighting, sound, and costume design and technical production	Significance of venue and selection criteria; written reviews; professional and peer evaluations; internal and external grants; honors and awards
Scholarly publication of articles, chapters, or books	Significance of journal or publication; judgment of reviewers and other professionals
Presentation of papers and workshops at professional meetings	Significance of venue; publication in conference proceedings; peer evaluations
Application of professional expertise to the solution of practical problems	Value and significance of discovery or solution to the field; external evaluation
Cross-disciplinary activities in scholarship; pedagogy; graphic design; film, video, and audio production; creative writing such as the composition or adaptation of stage scripts	Value and significance of cross-disciplinary activity; degree of collaborative involvement; publication or presentation of results

Typically, the research activity of faculty members in the Department of Theatre & Dance involves creative research in artistic performance and production: choreography and dance performance; stage direction and stage performance; design and technical production in the areas of scenery, properties, lighting, sound, costuming, and technical direction. Other research activities in the disciplines of theatre and dance include scholarly publication of articles, chapters, or books; scholarly or professional lectures, seminars, and workshops; and presentations of papers and workshops at professional meetings. It is important both in the area of creative and academic scholarship that the significance of the venues and selection criteria for participation be described. A wide variety of other activities may also be involved in research appropriate to the disciplines of theatre and dance. Among many possibilities are research activities that involve application of professional expertise to the solution of practical problems as well as cross-disciplinary activities in scholarship; pedagogy; graphic design; film, video, and audio production; and creative writing, such as the composition or adaptation of stage scripts.

In evaluating research activity, the Tenure and Promotion Committee will be asked to make judgments concerning the quantity, quality, significance, usefulness, and creativity of the work. In artistic projects, which have involved more than one person, the Committee will consider the effectiveness of the artist in a collaborative context.

3. 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 editorships, 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. Under very rare circumstances, outreach may include non- professionally related activities outside the University. Some departments and disciplines, given the nature of their professional work, will be more involved in outreach than will other departments and disciplines. Community outreach is particularly valuable for an urban university such as the University of Memphis.

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.

Institutional service refers to work other than teaching and scholarship done at the department, college, or university level. A certain amount of such service is expected of every faculty member; indeed, the University could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. Institutional service includes, but is not limited to, serving on departmental committees, advising students, and participating in college and university committees. Academic advising of students is an important aspect of the University citizenship and will be taken into account in faculty evaluations. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, advisor to a university-wide student organization, and membership on a university search committee.

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

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

Service activities may involve a variety of contexts. Within the Department, the College, and the University, service typically involves activities such as performing administrative duties, serving on appointed or elected committees, developing new or existing programs, academic advising, and consulting. Within the fields of theatre and dance, service typically involves activities in local, regional, or national professional organizations. The nature of the disciplines of theatre and dance also provides extensive and unique opportunities for service activities within the community. "Community" can refer to the public generally or to specific organizations within the community such as elementary and secondary schools, arts organizations, professional organizations or societies, civic groups, and charitable organizations. Community outreach is valued as contributing to the stated urban mission of the University of Memphis.

II. ANNUAL REVIEWS/EVALUATIONS

A faculty member's annual evaluations by the Chair are a core part of the materials considered for the faculty member's tenure and promotion review. The submission of cumulative annual evaluations and the integration of information from the annual reviews into the tenure and promotion documentation is a key element of tenure and promotion review.

A. Evaluation by Chairs

The U of M Board of Trustees requires that department chairs evaluate the faculty in their departments annually and that the results of these evaluations be used as a basis for decisions relating to tenure, promotion, recommendations for salary increases and other personnel actions, including decisions regarding renewal of tenure-track and non-tenure-track appointments. Each department develops, and revises when appropriate, criteria to be considered in the evaluation of its faculty members' activities and responsibilities. The departmental criteria and any departmental procedures for evaluation are approved by the dean of the college and the provost. This information is

distributed to all new faculty and to all current faculty whenever a revision is approved. The University's standard faculty evaluation instrument and planning document are available in the Office of the Provost or may be accessed on- line at http://www.memphis.edu/facres/cv.php.

The annual review process is conducted in the spring semester and consists of two parts: (1) a review of the faculty member's accomplishments during the prior calendar year, using the previously agreed upon plan of activities for that year as the basis of the review, and (2) establishing a plan of activities for the next year, or for a longer period when appropriate. The review will consider the faculty member's performance in all areas that further the mission of the university, including teaching and advising, research and other scholarly or creative activity, public and university service.

Part-time / adjunct faculty members must also be evaluated by their Chair/Director at the completion of their contract term, typically the end of the semester. Only one evaluation per year is required. The evaluation instrument for part -time /adjunct faculty is available in the office of the Department Chair and/or Dean.

Any review of a faculty member's professional performance should be conducted with the full knowledge of the faculty member, should allow the faculty member to be informed of the findings prior to the transmittal of the conclusions of the review, and should allow the faculty member to verify that the review has been based on full and complete information. Evaluations are stored in the office of the Department Chair and/or Dean.

B. Faculty Planning

The University of Memphis uses an on-line data form for development of faculty curricula vitae at itweb2.memphis.edu/fcv/login.php. Faculty members must submit updated vitae information each spring as part of their annual evaluation, and are encouraged to update these vitae throughout the year. Faculty and administrative staff may access CVs in "view only" mode.

During the spring semester, all faculty members submit a current curriculum vita, a narrative of their accomplishments during the past year (i.e., faculty activity report), and their plans for the upcoming year to their department Chair (or other appropriate head of their academic unit if there is no department Chair). The Chair receives copies of student evaluations for each course that the faculty member has taught during the evaluation period and may also obtain peer input as discussed herein. Both the faculty member and the Chair should obtain and include appropriate, similar information from any other relevant department(s) whenever the faculty member is involved in interdisciplinary activities. Generally, the faculty member’s accomplishments over only the prior calendar year are

considered in the annual review, although a two- or three-year period of activities may be considered when appropriate.

The departmental Chair reviews the material and then prepares a narrative and an evaluation in a Faculty Evaluation and Planning Report. The Chair provides an overall evaluation of the faculty member's performance by assigning one of the following five performance categories: (a) exceptional performance, (b) very good performance, (c) good performance, (d) improvement needed, and (e) failure to meet responsibilities. The Chair must provide written specifics for ratings of "improvement needed" and "failure to meet responsibilities." The Chair's overall rating should take into account a balance of all the faculty member's activities.

The departmental Chair uses the annual review process as the primary mechanism for evaluating faculty, for giving specific feedback to faculty on their performance, and for making recommendations on how to improve performance consistent with the department's and/or academic unit's goals in areas of teaching, scholarship, outreach, and service. It is recommended that each department and school refer to the tenure and promotion guidelines as a guide to expectations for continued faculty performance. Faculty planning, both short and long term, begins in the spring during the annual review process. This is a joint endeavor carried out by the faculty member and Chair, with results acceptable to both; the plan will take into account academic freedom and the departmental or academic unit's mission.

C. Curriculum Vitae

The University of Memphis uses an on-line data form for development of faculty curricula vitae at itweb2.memphis.edu/fcv/login.php. Faculty members must submit updated vitae information each spring as part of their annual evaluation, and are encouraged to update these vitae throughout the year. Faculty and administrative staff (Department Chair, Dean and Provost) may access CVs in "view only" mode.

D. Student Evaluations

Student evaluations are required for every section of every course, including summer sessions taught by University of Memphis faculty members and includes full-time and part-time instructors and graduate teaching assistants. Faculty members must include student evaluation results with applications for promotion and tenure. The Student Evaluation of Teaching Effectiveness rating system (SETE) is an electronic process. Information about SETE forms, and monitoring capabilities can be found on the provost web site at [http://memphis.edu/sete/index.php] and on each faculty member's portal - SETE channel.

E. Internal Peer Review of Teaching

An internal peer review of teaching is required for the mid-tenure review as well as the application for tenure and promotion.

Untenured faculty are expected to invite a tenured faculty member into one class per semester. A tenured candidate applying for promotion must include four class visitation reports from tenured faculty in their dossier; these evaluations must come from classes taught in the three years immediately preceding application submission.

The candidate may choose the course to be reviewed, but is encouraged to choose a variety of class formats for review (lecture, studio, etc.) The class observer will choose the particular class to visit. At the beginning of the semester, the class instructor should give the class observer a syllabus and class calendar for the course to be visited. The class observer will then select from the calendar an appropriate class to visit. The observer must remain in the class for the entire class period.

The department faculty must do their best to make themselves available for these reviews. In order to complete a comprehensive review of the candidate, the class observer will use the Guidelines listed below under VII. Documentation and Evaluation for Tenure and Promotion Effectiveness in: A. Teaching and Mentoring. The form used by the observer for the class observation response is available from the department.

The class observer will give a copy of the evaluation to the candidate and to the chair of the Department of Theatre & Dance. The candidate should include these evaluations in the dossier submitted for mid-tenure review and for tenure and/or promotion. The candidate should also submit these evaluations for the annual evaluation by the chair.

F. Peer Input

Department chairs are encouraged to seek peer input regarding faculty members as a part of the evaluation process. The form of such input may vary from discussions between the chair and the faculty to formal committees. Examples of successful peer input in various departments include: formal input from a representative group of faculty either appointed by the chair or selected by the faculty; formal input from a rotating group of tenured faculty; formal input from the departmental tenure and promotion committee; and discussions between the chair and each faculty member in the department. In all of these models, documentation should be reviewed by peers. When a formal committee is used, its makeup should reflect the department's diversity and be as widely inclusive as possible; its membership should rotate among faculty members through the use of staggered terms. Although the majority of the committee members should be tenured, untenured faculty may also serve as members. When part of the annual review process, internal peer review committees within departments may also participate in planning with individual faculty members, evaluate faculty's annual performance, and provide evaluations to department chairs.

G. Faculty Evaluation and Planning Report

Subject to the approval of the dean and the provost, each department may develop a set of procedures to be followed and criteria to be considered in the evaluation of a faculty member's activities and responsibilities. A sample instrument, which may be used or modified, is available in the Office of the Provost.

Department chairs and others with evaluative and developmental responsibilities will be provided institutional support upon request (through the Office of the Provost) in devising strategies for evaluating, collecting and interpreting data, and acquiring reference materials.

After the Chair has completed and signed the annual Faculty Evaluation and Planning Report, he or she will transmit the form to the faculty member. The faculty member is given an opportunity to read, sign, and/or offer a written response to the document. The chair also may respond in writing to the written comments of the faculty member, and a copy of all such attachments will be included with the evaluation documents when forwarded to the dean of the college for review and when placed in the faculty members' personnel file maintained by the Office of Academic Personnel Services. A faculty member's signature or electronic acknowledgement of the annual Faculty Evaluation and Planning Report does not represent agreement with the evaluation but only that the evaluation was reviewed by the faculty member. Although faculty members may submit comments and/or responses to the evaluation, failure to do so should not be construed as agreement with the results of the evaluation.

Each institution's evaluation system must be designed to ensure that both formative and summative information is provided to determine which individuals should participate in appropriate faculty development program(s). If it is determined that faculty development is needed, opportunities to address the need for improvement will be provided. Failure either to participate in a recommended program or to otherwise attain a required level of performance or credential may justify appropriate administrative action.

H. 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 a part of the faculty member's application for tenure.

Because a faculty member's annual evaluations and mid-tenure review are a core part of the materials considered for the faculty member's tenure and promotion review, copies of these evaluations and review should be included in the tenure and promotion file of all tenure-track faculty.

Evaluation of a faculty member's performance constitutes only one aspect of the final recommendation on tenure or promotion. In addition to evaluation, the administrative assessment of need, enrollment trends, financial resources, rank distribution, and other such matters will also be considered in the recommendation to promote or tenure.

III. MID-TENURE REVIEWS

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 her/his 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 (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.

A. Procedures

The procedure for the mid-tenure review should be the same as that used by the Department for tenure and promotion review. Deliberations and discussions of dossiers will take place in committee meetings. Each candidate's accomplishments should be evaluated with respect to quality as well as quantity within the context of the candidate's roles and responsibilities. The dossier for the mid-tenure review should be the same as the one for tenure and promotion, with the exception of letters from external peer reviewers. The format of the University of Memphis Tenure and Promotion dossier example should be used and contain information documenting evidence of quality in instruction, scholarship, and outreach/service. (The term scholarship will be used to encompass research and creative activity.) The inclusion of non-essential documents is discouraged.

B. 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.

C. Mid-tenure Dossier Contents

For additional information consult the CCFA website; specially Home / College of Communication and Fine Arts / Resources / Mid-Tenure Dossier Instructions

Mid-Tenure Review Table of Contents	Responsibility for Uploading	Tips
1.2 Appointment History Form	Applicant	Form is on CAS website
1.3 Early Tenure memo or Stop the Clock memo	Applicant	Most people will not have either of these
5.1 Initial Appointment Letter	Applicant	Scan and redact sensitive information
5.2 A Annual Evaluation	Applicant	Add as many 5.2's as needed.
5.2 B Annual Evaluation	Applicant	
5.2 C Annual Evaluation	Applicant	
5.3 Mid-Tenure Evaluation Statement by Department	Department Committee Chair	
5.4 Mid-Tenure Evaluation Statement by Chair	Department Chair	
5.5 Mid-Tenure Evaluation Statement by Dean	Dean	
6.1 Instruction: Summary of Teaching Responsibility/Philosophy	Applicant	
6.3 SETE Summary Sheet	Applicant	Form on CCFA webpage
6.4 Peer Evaluations of Teaching	Applicant	At least one evaluation from

		each year of appointment
6.5 Teaching Honors and Awards	Applicant	List (no copies of certificates, letters, etc.)
7.1 Research/Scholarship/Creative Activity: Brief Summary of Accomplishments & Plans	Applicant	
7.2 Internal Grants and Contracts	Applicant	List. (Do not attach copies of proposals, award letters, etc.)
7.3 External Grants and Contracts	Applicant	List. (Do not attach copies of proposals, award letters, etc.)
7.5 Honors and Awards	Applicant	
8.1 Service/Outreach/Advising/Mentoring/Administration: Brief Summary of Responsibilities and Accomplishments	Applicant	
8.2 Internal Grants and Contracts	Applicant	List only
8.3 External Grants and Contracts	Applicant	List only
8.4 Peer Evaluations of Service/Outreach/Advising/Mentoring/Administration	Applicant	Letters solicited from peers and colleagues, including those concerning applicant's teaching, service, and or research. Letters must be current.
8.5 Honors and Awards	Applicant	List only
9.0 University Curriculum Vitae	Applicant	Must use university format/td>
10.1 List of Supplemental Materials	Applicant	Optional. Some applicants will not have supplemental materials.

10.2, etc. Supplemental Materials	Applicant	Optional. Many people will not have supplemental materials. Hard copies of supplemental materials may be housed in department OR electronic copies may be uploaded here (10.2A, 10.2B, etc.).

D. 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 tenure and promotion 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.

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.

IV. ELIGIBILITY FOR TENURE

Candidates for tenure must meet the requirements for the rank of Associate Professor. The granting of tenure, however, merits considerations above and beyond those relevant for making recommendations concerning professional rank. The candidate should not assume a right to tenure. Rather, tenure recommendations involve judgments about a candidate's potential for future growth and a candidate's role in relation to projections concerning the Department's present and future priorities and needs. These considerations go beyond the expectation of achievement in research or artistic production. At the time of the tenure decision, the candidate must demonstrate his or her significance to the ongoing life of the Department.

The following considerations are relevant to recommendations concerning tenure:

1. The candidate's competency as a college teacher and demonstrated excellence in some aspect or form of teaching;
2. The candidate's research, scholarship or artistic accomplishments;
3. The candidate's pattern of continued growth and development;
4. The candidate's performance of assigned Department responsibilities;
5. The candidate's willingness to perform needed Department services and functions;
6. The candidate's willingness and ability to work constructively with colleagues and students;
7. The relationship of candidate's abilities and knowledge to the Department's present and future needs and priorities;
8. The constructiveness of the candidate's contribution to the growth and development of the Department.

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 documentation for tenure should be submitted at the beginning of the fall semester of the sixth or final probationary year. Candidates for tenure must meet eligibility requirements for promotion to associate professor or have already attained that rank. Stated another way, anyone recommended for tenure must also be recommended for promotion.

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.

V. CRITERIA FOR PROMOTION

Faculty members may apply for promotion whenever they believe they meet the established criteria. Faculty members are advised, but not required, to confer with their department chair before submitting applications for promotion.

A. Criteria for Promotion to Assistant Professor

To be eligible for promotion to Assistant Professor or to be hired at the rank of Assistant Professor a candidate must have a terminal degree or equivalent professional credentials in his or her field. The Department of Theatre & Dance, in accordance with our professional accrediting organization, the National Association of Schools of Theatre, recognizes the M.F.A., D.F.A., and Ph.D. as terminal degrees. Exceptions to the minimum qualifications for the rank of Assistant Professor can be recommended by the President to the U of M Board of Trustees if the applicant's performance has been exemplary in some way.

Candidate must evidence potential ability in instruction and / or public service and / or research.

Candidate for promotion to Assistant Professor must evidence good character, mature attitude, and professional integrity.

B. Criteria for Promotion to Associate Professor

Candidate must have demonstrated a commitment to and competence in teaching, research, and service and have achieved recognition of excellence in one or more aspects of these areas related to their specialization.

Candidate for the rank of Associate Professor is expected to have met the requirements for, and have been in rank as, Assistant Professor for at least five years, but tenure in rank alone is no argument for promotion.

Candidate must present documented evidence of high quality professional productivity which is leading to national recognition in the academic discipline.

Candidate must also have demonstrated the ability to direct student research and/or performances or productions.

Candidate for promotion to Associate Professor must evidence good character, mature attitude, and professional integrity.

C. Criteria for Promotion to Full Professor

Candidate must present documented evidence of ability in instruction and/or public service and/or research.

Candidate must have earned a doctorate or equivalent terminal degree (e.g. M.F.A.) 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. Tenure in rank alone, however, is no argument for promotion.

Candidate must present documented evidence of sustained high quality professional productivity and national recognition in the academic discipline.

Candidate for promotion to Full Professor must evidence good character, mature attitude, and professional integrity.

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.

VI. Application Process

A. Preparing for Tenure and Promotion

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, 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.

B. Procedures for Tenure and Promotion

As previously stated, the tenure and promotion process begins at the departmental or other academic unit level with review of the candidate's application by the Tenure and Promotion Committee. This committee forwards its recommendations to the Department Chair or other appropriate head of an academic unit, who then reviews the application and forwards

both the committee's and his/her recommendation to the College. The application is then reviewed at the College level by the College Tenure and Promotion Committee; followed by a recommendation from the Dean. All four recommendations are subsequently forwarded to the Provost. In the event that a Chair/head of an academic unit or a Dean is not available to make a recommendation on a tenure or promotion application, the Provost may appoint a substitute from within the appropriate college or accept the application for consideration without such recommendation. The office of the Provost will provide all potential candidates with a calendar for Tenure and Promotion indicating schedules and deadlines.

C. Department Committee

Candidates for tenure and/or promotion should submit their applications and supporting papers to their Department Chair, who will transmit the documents directly to the Department's Tenure and Promotion Committee. This committee will evaluate the candidate's accomplishments, applying to them all relevant criteria (U of M Board of Trustees, University, College and Department). The judgment and assessment of the candidate's application for tenure by the faculty at the department level is critical because of their familiarity with the candidates and their knowledge of the qualifications necessary for their particular discipline. Therefore, reviewers at every level will utilize dossier materials and professional observations in making their recommendations. Professional observations may be included in the documentation that is prepared at each level of review.

The departmental committee will return the applications and supporting papers to the Department Chair / head of academic unit along with its written rationale for those recommendations. These recommendations should reflect the full scope of discussions that took place in the committee meetings, and should also contain the rationale for the recommendation that is consistent with the vote of the committee. If the decision of the Department Committee is not unanimous, the committee may also submit to the department chair a minority report with the rationale for dissenting opinions.

D. Department Committee Composition

The tenure and promotion committee of the department consists of all tenured associate professors and professors. For promotion to professor, the subcommittee of tenured professors will make the recommendations. Note: For small departments, some alternate process may be needed.

The Committee will elect its own Chair. Candidates for promotion to professor (if tenured) may participate and vote in deliberations on the department level for candidates for tenure and/or promotion to associate professor. These candidates, however, will not be eligible to

serve on the College Committee. Voting will be by secret ballot, and the exact outcome of the vote will be recorded on the recommendation form.

The faculty of the Department of Theatre & Dance will elect one member to serve a term of one year as representative to the College Tenure and Promotion Committee. Voting will be by secret ballot administered by the Department Chair and Administrative Associate.

Single Participation: No faculty member can participate or vote in deliberations involving the same individual at more than one Tenure and Promotion Committee level, including the University Tenure and Promotion Appeals Committee, in a given academic year. Therefore, the individual elected to the College Tenure and Promotion Committee may vote only at the departmental level.

E. Department Chair

The Department Chair will evaluate the candidate's file, make further recommendations, and then, in cases involving promotion only, meet with the candidate to transmit the recommendations which the committee and the Chair have made and reasons for those recommendations. When the Chair meets with the candidate being considered for tenure (and possibly also promotion), he/she should restrict his/her conversation to the recommendations that have been made, but should not, at this time, address the reasons for the recommendations. Application for promotion may be withdrawn at this point.

The major share of the responsibility for appraising a candidate is the responsibility of the Department Chair and the Department committee, who must determine not only present qualifications for tenure and promotion, but also determine the potential for development, an important consideration if the vitality of the University is to be maintained. The appraisal must be more than a mere review of the candidate's activities in teaching, research, and service; it must be a thorough evaluation of these activities, supported by substantial evidence.

If a Department Chair is being considered for promotion or tenure, the recommendation of the Department committee will be transmitted directly to the College Dean.

i. Dossiers

Candidates who are not sure what to include in their dossiers or how to organize the material are encouraged to 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 materials specified in The University of Memphis example dossier must be included.

In addition, please consult the CCFA webpage for Tenure and Promotion procedures: Home / College of Communication and Fine Arts / Resources / Tenure and Promotion Procedures.

Dossier List of Required Documents

Name of Document	***Responsible For Uploading***	***Notes***
1.1 - Recommendation Signature Page	Department	Scan and upload signed form. Must have Department Chair and Committee Chair signatures.
1.2 - Appointment History Form	Applicant	http://www.memphis.edu/aa/resources/facres/tenurepromotion/
1.3 - Early Tenure memo or Stop the Clock memo	Applicant	Optional - Most Faculty will not have either of these.
2.1 - Statement from the Dean	Dean's Office	
2.2 - Statement from the College, School Committee	Dean's Office	
3.1 - Statement from the Department Chair, Area Head	Department	
3.2 - Statement from the Department, Area Committee	Department	
4.1. - External Review Letter	Department	Add as many 4.1 Documents as necessary. Scan and upload each labeling them 4.1A, 4.1B, etc…
4.2 - Summary of Credentials of External Evaluators	Department	Use format in Faculty Handbook.
4.3 - Copy of Solicitation Letter to External Evaluators	Department	Use format in Faculty Handbook.
5.1 - Initial Appointment Letter	Applicant	Scan and upload.
5.2. - Annual Evaluations	Applicant	Add as many 5.2 Documents as necessary, labeling them 5.2A, 5.2B, etc. Scan and upload any non-electronic evaluations, marking out your SSN.

5.3 - Mid-tenure Evaluation Statement by Department	Applicant	Scan and upload.
Name of Document	***Responsible For Uploading***	***Notes***
5.4 - Mid-Tenure Evaluation Statement by Chair	Applicant	Scan and upload.
6.1 - Instruction - Summary of Teaching Responsibility, Philosophy	Applicant	
6.2 - SIRS Summary sheet	Applicant	http://www.memphis.edu/aa/resources/facres/tenurepromotion/ Newer faculty may not have SIRS.
6.3 - SETE Summary Sheet	Applicant	http://www.memphis.edu/aa/resources/facres/tenurepromotion/
6.4 - Peer Evaluations of Teaching	Applicant	Only if department provides these; do not solicit them.
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	Applicant	List only, do not attach copies of proposals, award letters, etc.
7.3 - External Grants and Contracts	Applicant	List only, do not attach copies of proposals, award letters, etc.
7.4 - Peer Evaluations of Research, Scholarship, Creative Activity	Applicant	Only if department provides these; do not solicit them.
7.5 - Honors and Awards	Applicant	
8.1 - Service, Outreach, Advising, Mentoring, Administration - Brief Summary of Responsibilities and Accomplishments	Applicant	
8.2 - Internal Grants and Contracts	Applicant	List only
8.3 - External Grants and Contracts	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	Applicant	List only
9.0 - University Curriculum Vitae	Applicant	https://umwa.memphis.edu/fcv/login.php
Name of Document	***Responsible For Uploading***	***Notes***
10.1 - List of Supplemental Materials	Applicant	Optional. Many Faculty Members will not have supplemental materials.
10.2 - Supplemental Materials	Applicant	Optional. Add as many 10.2 Documents as necessary. Many Faculty Members will not have supplemental materials. Hard copies of supplemental materials may be housed in department or electronic copies may be uploaded here.

G. Applications

Requests for change of status in applications for tenure and promotion are addressed in a letter to the department Chair. No form is specified for this letter, yet it should be concise and complete as possible. Accompanying the letter should be one copy of all documents as described in the Section entitled "Dossier" (link) that the candidate believes will strengthen and support the application. Great care should be taken in the preparation of the dossier. The dossier may be amended, edited or refined by the candidate, or upon the advice of the Department's Tenure and Promotion Committee, at any time prior to the final vote by this committee. This requirement insures that each reviewing authority will examine exactly the same evidence in making decisions on tenure and/ or promotion application.

H. External Peer Review

Tenure and promotion to associate or full professor require 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 with national reputations in the faculty member's discipline. 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 Chairs of the Department and the Department Tenure and Promotion Committee. In addition, the Chairs of the Department and the Department Tenure and Promotion Committee will develop a list of outside peer reviewers. The Chairs must select some 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 identifying her/his

credentials and a statement regarding the nature of the relationship to the candidate (if any). The external reviewers are expected to provide informed, objective evaluations rather than testimonials. Therefore, no more than one external reviewer can be a past mentor or collaborator.

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.

In addition to the minimum University requirements listed in the paragraph above, the contents of the packet sent to external peer reviewers for the Department of Theatre & Dance must include the same information contained in the Research and Scholarly / Creative Activities section of the dossier (see Section VII.B.).

Upon receipt of the letters from the external reviewers, the Department Tenure and Promotion Committee 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.

NOTE: In the case of live performance, outside peer review is acknowledged to be problematic. The temporal and spatial nature of both theatre and dance requires that the viewer be present. (Although videotapes, photographs, audiotapes, and slides may provide a record of the performance or production, they cannot act as substitutes for the event itself.) Depending on both the circumstances and the nature of the candidate's research, either on-site visitation or off-site review of documentation may be involved.

J. College of Communication and Fine Arts Tenure and Promotion Committee

The College of Communication and Fine Arts Tenure and Promotion Committee reviews candidate dossiers, as well as letters from external reviewers, recommendations by the departmental tenure and promotion committee and/or the appropriate departmental faculty, along with the chair's recommendation.

The Committee uses departmental and university guidelines and standards to determine a candidate's eligibility. The Committee also evaluates the candidate's potential for growth and development based on the materials presented by the candidate.

Membership in the College Tenure and Promotion Committee:

- Only tenured associate or full professors are eligible for membership on the Tenure and Promotion Committee.
- Each department in the College will have one elected member on the Committee.

- One term of service is two (2) consecutive years.
- One-half of the Committee members will rotate off each year while one-half will be retained from the previous year.
- Members of the Committee should not serve consecutive terms.
- A Committee member must excuse himself from the portion of the meeting involving the discussion of candidates from his own department and may not vote upon these candidates.

VII. DOCUMENTATION AND EVALUATION FOR TENURE AND PROMOTION EFFECTIVENESS IN:

A. Teaching and Mentoring

1. In making judgments about teaching performance, the Chair and Tenure and Promotion Committee will use internal peer review of teaching evaluations, and may also use classroom visitation, student evaluations (SETE) and interviews with present and former students. In evaluating teaching performance, the Department Chair and Tenure and Promotion Committee will attempt to ascertain the following:

    a. Command of subject matter;
    b. Record of continued growth and development in area of specialization and assigned responsibility;
    c. Ability to organize subject matter and present it in a logical and meaningful way;
    d. Ability to relate effectively to students;
    e. Ability to motivate students and stimulate student creativity;
    f. Creative use of innovative teaching methods; curricular or program innovations and development;
    g. Standards for and expectations of students;
    h. Fairness and objectivity in instructional procedures;
    i. Effectiveness of teaching as evidenced by the quality of student work.

2. For the period of years to be evaluated in the tenure and promotion review, it is expected that the candidate will include in the documentation of teaching activities the following items:

    a. A statement of teaching philosophy reflecting the candidate's teaching objectives, methods, and accomplishments and reflecting the contribution of teaching accomplishments to the academic goals of the Department;
    b. A list of all courses taught by the candidate at The University of Memphis and elsewhere;
    c. Representative course materials for the above courses (e.g. course syllabi, assignments, examinations, bibliographies, etc.);
    d. Systematic student evaluations for each course each semester, including summer sessions (candidate need only submit the Summary Sheet for each course—see p. 113 of Faculty Handbook for form);

e. An account of supervision of student projects and other forms of mentoring students (for instance, academic advising, serving on B.F.A. advisory committees for performance auditions and portfolio reviews, serving on M.F.A. candidate advisory committees, preparation of students for productions, competitions, auditions, etc.);
f. Peer evaluation(s) of teaching from present and former colleagues;
g. Honors and awards received for teaching merit;

3. Additional types of documentation which are relevant to the evaluation of teaching performance may include:

   a. Support testimony from present and former students regarding the faculty member's contributions to their academic development and/or subsequent career;
   b. Samples of students' work (tangible products of students' performance and production work may include live presentations, videotape, audiotape, sketches, slides, renderings, technical drawings, models, etc.; samples of academic work may include copies of student papers, original play scripts or stage adaptations, or special projects);
   c. Explanatory list of post-course activities or career successes of former students which relate directly to subject and skills taught by instructor;
   d. Pedagogical scholarship including creative and effective use of innovative teaching methods and curricular innovations;
   e. A brief narrative summary of the trends and perceptions evident in student evaluation forms for the past five-year period.

B. Research and Scholarly/ Creative Activities

1. For the period of years to be evaluated in the tenure and promotion review, it is expected that the candidate will include in the documentation of research and scholarly/creative activities the following items:

   a. A list of all the candidate's research produced and in progress;
   b. A self-evaluation of research activities reflecting objectives, methods, and accomplishments;
   c. A self-evaluation reflecting collaborative influence in projects involving more than one person;

      Note: Typically, theatre and dance projects require collaboration among various artists, and evidence of one's collaborative influence on the direction and final outcome of the project may not be self-evident. The candidate is asked, therefore, to specify his or her part in the project and to illustrate collaborative influence in the success of the project.

   d. A self-evaluation reflecting the significance of research activity to the mission of the Department of Theatre & Dance, to the discipline and/or the profession;

e. Information (significance and acceptance criteria) concerning the venues, journals, etc., in which the research was presented;
f. Evidence of influence of research activities;
g. Reviews of productions, performances, concerts, books, articles, etc.;
h. Honors, awards, and formal recognition for research;
i. Internal and / or External Grants and Contracts received for research / scholarship / creative activity;
j. Tangible products of research (e.g. live performance and production; documentation (e.g. slides, recordings) of live performances and productions; copies of published articles, chapters, or books; sketches, renderings, models, and technical drawings);
k. Peer evaluation(s) of research/scholarship/creative activity (e.g. narrative critiques by peers and respected assessors of the intangible achievements and values which are a distinctive element of a live performance art form).

C. Professionally Related Service

1. Types of professionally related service includes the following:

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

2. For the period of years to be evaluated in the tenure and promotion review, it is expected that the candidate will include in the documentation of service activities the following items:

   a. A list of all service activities performed or being performed for the Department of Theatre & Dance, the College of Communications and Fine Arts, The University of Memphis, the disciplines of theatre and dance, and the community;
   b. Internal and / or External Grants and Contracts received for service / outreach / administration;
   c. Peer evaluation(s) of service / advising / mentoring / administration;
   d. Honors and awards received for service / outreach / advising / mentoring / administration;
   e. A self-evaluation of service activities reflecting significance of the candidate's contributions.

Note: It will be especially important to know the extent of the candidate's involvement and the leadership asserted in cited service activities. It is important to know also the significance of the service and what happened as a result of the candidate's involvement. What difference did it make for what and for whom? What was required of the candidate to perform the service?

3. Additional types of documentation which are relevant to the evaluation of the quantity and quality of service activities may include:

   a. Support testimony from others participating in the service activity;
   b. Support testimony from those for whom the service was performed;
   c. Representative materials such as programs, newspaper articles, or tangible products of service activity such as videotapes, recordings, photos or slides.

D. Other Factors for Consideration

Other types of evidence and examples of documentation that may be considered include the following:

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

VIII. Flow Chart for Department of Theatre & Dance Tenure and promotion Procedures

STEP	Responsibility	Action	Due Date
1	Candidate	Written notification to Chair of Intent to Apply for Tenure and/or Promotion	March 15
2	Chair	Notify faculty to elect Chair of T&P Committee. If insufficient size, identify additional members (in consultation with Candidate and T&P Committee)	April 1
3	Department Committee, Candidate, Chair	Independently develop a list of potential external reviews	Late Spring Semester
4	P&T Committee Chair	In consultation with the Chair finalize a list of reviewers and solicit their agreement to review the candidate's materials	End of Spring Semester
5	Candidate	Develop a packet of research materials and vitae to submit to external reviewers	June
6	Chair	Send letter, candidate's materials, and P&T Guidelines to reviewers	June 1
7	Candidate	Complete Dossier (following University, College and Department guidelines and calendar); submit to Chair of Department	August 28

8	Chair	Collect all materials (Candidate's Dossier, External Review Letters, Vitae,) Submit to P&T Committee	September
9	T&P Committee Chair	Schedule and lead Department T&P Committee review meetings; draft committee recommendation for member review; finalize; submit Committee recommendation with all materials to Chair	September / October
10	Chair	Independently review candidate's dossier and reviews and provide recommendation; provide rationale for selection of external reviews (and outside members of the division's P&T committee, if applicable); Submit to CFA Dean's Office	

XI. MODIFICATION OF T&P GUIDELINES

These guidelines will be reviewed at any time by the request of a full-time faculty member in the Department or as charged by the Dean, Provost, or upper administrator. Changes in the guidelines should not be undertaken lightly, and require a 2/3 (two- thirds) majority approval of the entire tenure track faculty of the Theatre & Dance Department, both tenured and untenured.

X. POST-TENURE GUIDELINES

Tenure's importance derives from the significant benefits it confers not just on faculty but on colleges and universities themselves. Most critically, tenure safeguards the academic freedom so vital to open academic inquiry and discourse. It also enables faculty members to engage in long range and experimental projects that might not yield immediate results. It permits more open and candid faculty participation on committees dealing with controversial issues.

Tenure is earned after a probationary period of six years. At the end of that time the applicant's entire record, including evaluations from peers at other institutions, is carefully scrutinized by Departmental and College committees, by the appropriate Department Chair and College Dean, and by the University Provost. This process is intended to ensure that a tenured faculty member is a highly competent and conscientious professional who not only deserves to be employed by the University, but who also contributes significantly to the education of its students.

Tenure is not a sinecure guaranteeing lifelong employment. The University of Memphis, like most other institutions of higher learning, has a well- developed policy allowing it to terminate tenured faculty for "adequate cause."

The University has the burden of proving, through a formal hearing, that the tenured faculty member in question should be terminated on this basis.

Faculty Development

Faculty development resources should be available to all faculty to help them meet their maximum potential and to acquire new skills, technologies, and bodies of knowledge in a society that is rapidly changing. In the area of teaching, sources of faculty development should provide information on course development, instructional techniques and technologies, pedagogical strategies that promote learning and effective methods of collaboration with student teaching assistants. In the area of scholarship, sources of faculty development should assist the faculty in enhancing the quantity and quality of written publications, conference presentations, proposals for external funding, performances, and creative products. In the area of outreach and service, sources of faculty development should be available to assist the faculty in contributing to departments, colleges, universities, communities, and professions.

The Department chair has the primary responsibility for counseling faculty members on how to improve their performances in areas of teaching, scholarship, and service. When a faculty member is in need of improvement, as defined in the annual evaluation, that individual may be assigned a mentor, either from the department or outside of the department, who provides suggestions on improving teaching, scholarly activities, outreach and service. Each department will devise mechanisms to fulfill these objectives, such as a peer faculty evaluation and development committee at the departmental level. The Advanced Learning Center may also be used at the university level. The chair, in consultation with mentors and faculty within the department, has the primary responsibility for making suggestions on how to improve teaching, scholarly productivity, outreach and service.

Faculty development is particularly critical for faculty who have persistent unsatisfactory performance. A more elaborate process of faculty evaluation and development is recommended for a faculty member who has a history of unsatisfactory performance.

The chair has the primary responsibility of dispensing resources to faculty based on the annual faculty evaluation. These incentives include research support, travel funds, assignment of duties, summer teaching, and merit increases in salary. The dean, provost, and president may provide additional incentives to faculty members whose performance has been judged exceptional over a long period. These incentives include salary increases, funds for scholarly activities, and endowed faculty titles.

Unsatisfactory Performance of Tenured Faculty

Unsatisfactory performance by a tenured faculty member requires additional scrutiny by the Chair, Department, and University. Unsatisfactory performance in post tenure will lead directly to constructive efforts for faculty development. Unsatisfactory performance is distinct from "termination for cause," which has more stringent standards and a more stringent process, enabling assurance of academic responsibility and academic freedom. Since professional practices vary according to discipline, each Department or Division will be required to develop guidelines, in consultation with the Dean, that define standards of performance in teaching, scholarship, outreach, and service.

The chair's overall evaluation of a faculty member determines whether the faculty member receives a rating of unsatisfactory performance. An evaluation of (d) improvement needed or

(e) failure to meet responsibilities initiates a process of further evaluation and faculty development. It is the responsibility of the university to provide resources for faculty development and it is the responsibility of the faculty member to use the resources to make needed improvements.

If the faculty member is rated in the "improvement needed" category for two successive years, an ad hoc committee within the Department will review the Chair's evaluation and, if in agreement, will prepare a "faculty development program" which will outline the identified problems, suggest methods for improvement, and create a system for evaluating progress toward correcting the identified problems. An evaluation of "improvement needed" should never be considered sufficient cause for triggering procedures for termination.

A much more serious level of unsatisfactory performance exists when a faculty member fails to meet his or her responsibilities. Whenever a faculty member receives an evaluation of "failure to meet responsibilities" by the chair of his or her department or division in any given year, an ad hoc committee within the department will review the chair's evaluation and, if in agreement, will prepare a "faculty development report" in collaboration with the faculty member and the chair, which identifies specific problems, methods of improving performance, and systems of evaluating progress toward correcting the problems. In cases where the chair and the department review committee arrive at different conclusions, the dean will arbitrate and issue an evaluation of the faculty member for that year. If the faculty member or the chair contests the dean's decision, an ad hoc grievance committee will be constituted at the level of the University to review the decision. The composition of the ad hoc committee will be decided by the Provost in consultation with the dean, the chair, and the faculty member, in an effort to select an unbiased committee with adequate expertise to evaluate the faculty member.

If the faculty member receives an evaluation indicating "failure to meet responsibilities" for a second successive year and the faculty member requests an independent evaluation of his or her performance, the faculty member's personnel file will be reviewed by the dean and the college tenure and promotion committee, who will judge whether the chair's evaluation of "failure to meet responsibilities" is warranted under the specific department's guidelines. It is the right of the faculty member who receives an evaluation of unsatisfactory performance to examine any and all evaluation records and to offer rebuttals to any perceived inaccuracies in them. A final decision concerning whether the chair's evaluation of "failure to meet responsibilities" is warranted lies with the dean of the college after full consideration of the recommendation of the college tenure and promotion committee.

If a faculty member receives an evaluation of "failure to meet responsibilities" for a third successive year, the president's appeals committee, the provost, and the president review the faculty members personnel file in order to judge whether the chair's evaluation is warranted. If the president decides that the evaluation of "failure to meet responsibilities" is warranted, then the process of termination for adequate cause may be initiated. The mere fact of successive negative reviews shall not in itself constitute evidence of "adequate cause" for dismissal, however. Nor shall it in any way diminish the administration's obligation to bear the burden of proof and to demonstrate through an adversarial proceeding, not only that negative evaluations rest on fact, but that the facts rise to the level of adequate cause for dismissal.

Expiration, Relinquishment, and Termination of Tenure

Expiration of Tenure
Tenure status expires when a faculty member retires. In addition, tenure will expire if a faculty member can no longer perform assigned duties or carry out the responsibilities of a faculty member due a physical or mental condition, as established by an appropriate medical authority.

Relinquishment of Tenure
Faculty relinquish or waive the right to tenure when they resign from the University of Memphis. The willful failure to report for service on the designated date that begins any academic term is considered to be a resignation unless, in the opinion of the president, the faculty member shows good cause for the failure. Tenured faculty maintain their tenure if transferred or reclassified by the university to another department or division. Tenure is not relinquished during periods of approved leaves of absences or during periods of service in administrative positions at the university.

Transfer of Tenure
Faculty who hold a tenured appointment in a department or other academic unit, and then are transferred to another department or academic unit retain their tenure status. A faculty member cannot be compelled to relinquish tenure as a condition of the transfer.

Termination of Tenure for Reasons of Financial Exigency
Tenured faculty may be terminated because of financial exigency at the University of Memphis if the U of M Board of Trustees declares such a condition.

Termination of Tenure for Curricular Reasons
Tenured faculty members may be terminated for curricular reasons if a (a) program is deleted from the curriculum, or (b) there is substantial and continued reduction of student enrollment in a field. Before declaring that curricular reasons exist for terminating tenure, the president will ensure substantive participation by the Faculty Senate, the affected unit(s), and appropriate administrative officers in identifying the specific curricular reasons, evaluating the long-term effects on the university's curriculum and strategic planning goals, and the advisability of initiating further action. If significant reorganization within a college is warranted, all affected faculty will be systematically and formally consulted. At the very least, systematic and formal consultation will include a formal proposal circulated several days (preferably at least a month) prior to a meeting of all interested faculty. Those who feel this process has not allowed full expression of all points of view will have the right to be heard formally by the provost and later by the president. If significant changes are to be made despite strong opposition, they should, if possible and desirable, be phased in gradually. Prior to initiating the process described below, the president will present a description of curricular reasons that warrant the termination of tenured faculty member(s). Each of these reasons will denote shifts in staffing needs that warrant greater reductions than those which are accommodated annually in light of shifting positions from one department to another or among colleges to handle changing enrollment patterns.

The president, after determining that curricular reasons may warrant the termination of tenured faculty, will inform the Executive Committee of the Faculty Senate. At the earliest possible date after this notification, as agreed to by the president and the Executive Committee, the president or his or her designee will appear before the Senate for the purpose of presenting all relevant information. Senators and affected unit members will have an opportunity to pose questions and seek further information. The Faculty Senate will respond, in writing, within thirty days of this meeting.

After determining that termination of one or more tenured faculty members is required for curricular reasons cited above, the president will furnish each faculty member to be terminated a written statement of the reasons for the termination. Those reasons will address fully the curricular circumstances that warranted the termination and will indicate the manner and the information in and upon which the decision to terminate was reached. The president's written statement will also indicate that the faculty member has the opportunity to object in writing to the decision.

If a faculty member to be terminated indicates objections to the president's written statement and requests a review, the president will appoint a faculty committee consisting of a minimum of five tenured faculty members from a slate of ten tenured faculty members proposed by the Faculty Senate. That committee will conduct a hearing on the proposed termination and report its findings and recommendations to the president. The president, in writing and within a reasonable time, will inform the faculty member that the decision for termination stands or has been altered. The president's decision is subject to appeal to the chancellor and the U of M Board of Trustees.

When tenured faculty are terminated for curricular reasons, their positions will not be filled by others with the same areas of specialization for at least three years unless those terminated are offered written reappointment to their position at the previous rank and salary. Appropriate increases will be given which, in the opinion of the president, would constitute the raises that would have been awarded during the period not employed at The University of Memphis.

If termination of tenured faculty is necessary for curricular reasons, the president's decision as to which faculty should be terminated will be based on an assessment of what is least seriously compromising to the University's educational programs. Termination for curricular reasons presumes a staffing pattern that cannot be warranted either by comparison with general load practices within the institution or by comparison with faculty loads in comparable departments or divisions at similar institutions. In that light, the president will also, at his or her discretion, base a decision on a careful assessment of the impact of the curricular reason on staffing requirements in the division or department as compared to overall patterns in the institution and to comparable departments or divisions in institutions similar to The University of Memphis.

Unless the president demonstrates (preferably by means of past performance evaluations) that an exception should be made to protect the quality of an educational program, the following considerations should be used as a guide. These, however, are not considered to be mandatory in determining the order of faculty reductions in a department or division.

- Tenured faculty should have priority over part-time faculty, temporary faculty, and tenure-track faculty in the probationary period.
- Tenured faculty with higher rank should have priority over those with lower rank.
- Tenured faculty with appropriate higher academic degree (s) should have priority over those with lower degrees.
- Tenured faculty with greater seniority in rank should normally have priority over those with less seniority.

Definitions

Program is deleted from the curriculum means that the U of M Board of Trustees has taken formal action to terminate a degree major, concentration, or other curricular component and, therefore, reduces or eliminates the need for faculty qualified in that area of specialization.

Substantive and continued reduction of student enrollment in a field means that, over a period of at least three years, student enrollment in a field has decreased at a rate considerably higher than that of the institution as a whole. In addition, the decrease has left faculty-student ratios that, in the opinion of the president, cannot be justified either by comparison with similar load practices at the University of Memphis, or in comparison with similar institutions chosen by the president.

When tenured faculty are to be terminated for curricular reasons, the president will make every possible effort to relocate them in existing vacant positions for which they are qualified. If, in the opinion of the president, relocation within the institution is a viable alternative, the University of Memphis has an obligation to provide significant effort to relocate the faculty member, including reasonable retraining costs. The final decision on relocation is within the discretion of the president. When relocation within the institution is not possible, or the faculty member involved desires to go elsewhere, the university will make every reasonable effort to assist in relocation.

Termination for Adequate Cause

Faculty with tenure, or faculty members on tenure-track appointments, may be terminated prior to the end of the term of appointment for *adequate cause.*

Adequate cause is defined as:

1. Incompetence or dishonesty in teaching or research
2. Willful failure to perform the duties and responsibilities for which the faculty member was employed; or refusal or continued failure to comply with the policies of the Tennessee Board Regents, the university, or department; or to carry out specific assignments, when these policies or assignments are reasonable and nondiscriminatory.
3. Conviction of a felony or a crime involving moral turpitude
4. Improper use of narcotics or intoxicants which substantially impairs fulfillment of departmental or institutional duties and responsibilities.
5. Capricious disregard of accepted standards of professional conduct
6. Falsification of information on an employment application, curriculum vitae, or other information concerning qualifications for a position.

7. Failure to maintain the level of professional excellence and ability demonstrated by other members of the faculty in the department or division of the university.

NOTE: The above listed grounds for "termination for adequate cause" are defined by state law at Tennessee Code Annotated 49- 8-302. The University is committed to fulfillment of the *Post Tenure Evaluation and Faculty Development* prior to invoking either *Provision 1* (incompetence in *teaching* portion only) or *Provision 7* as grounds for termination for cause.

Procedures for Termination for Adequate Cause

Termination of a faculty member who has tenure or is on tenure- track prior to the end of the annual specified term of the appointment, is subject to UM Policy 1564 (Grievance Process and Conflict Resolution involving "Demotion, Suspension Without Pay, or Termination for Cause; and in Cases alleging Work assignment or condition of work that Violate Federal Law, Tennessee State Law, TBR Policy or University Policy or Inconsistent Application of TBR or University Policy) and the following procedures:

1. No termination shall be effective until the following procedures have been complied with:
2. Suspensions pending termination shall be governed by the following procedure.
   a. A faculty member may not be suspended pending completion of steps 4 through 9 unless it is determined by the institution that the faculty member's presence poses a danger to persons or property or a threat of destruction to the academic or operational processes of the institution. Reassignment of responsibilities is not considered suspension; however, the faculty member must be reassigned responsibilities for which he/she is qualified.

   b. In any case of suspension, the faculty member shall be given an opportunity at the time of the decision or immediately thereafter to contest the suspension; and, if there are disputed issues of fact or cause and effect, the faculty member shall be provided the opportunity for a hearing on the suspension as soon as possible at which time the faculty member may cross-examine his/her accuser, present witnesses on his/her behalf, and be represented by an attorney. Thereafter, whether the suspension is upheld or revoked, the matter shall proceed pursuant to these procedures.

3. Except for such simple announcements as may be required concerning the time of proceedings and similar matters, public statements and publicity about these proceedings by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board.

4. Prior to the convening of a President's Panel under UM Policy 1564, upon a recommendation by the provost to the president or upon a decision by the president that these procedures should be undertaken in consideration of the termination of a tenured faculty member, one or more appropriate administrators shall meet privately with the faculty member for purposes of attempting to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings.

5. If no mutually acceptable resolution is reached pursuant to paragraph 4,

a. The faculty member shall be provided with a written statement of the specific charges alleged by the institution which constitute grounds for termination and a notice of hearing before a President's Panel, specifying the time, date, and place of the hearing. The statement and notice must be provided at least twenty (20) days prior to the hearing. The faculty member shall respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may waive the hearing by execution of a written waiver.

b. Pursuant to UM Policy 1564, the President's Panel that hears a case and determines if adequate cause for termination exists according to the procedure hereinafter described, shall be appointed from a President's Committee consisting of twenty (20) faculty members, with at least two (2) from each college or school, selected annually by the Faculty Senate and representing the breadth of the faculty. The President's Panel that hears a case shall consist of four faculty members chosen from the President's Committee, but may not include a member of a grievant's department or college, The President of the University and the President of the Faculty Senate shall each select two faculty members on the President's Committee to serve on a President's Panel. Members deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Members of the committee shall not discuss the case outside committee deliberations and shall report any ex- parte communication pertaining to the hearing to the president who shall notify all parties of the communication.

6. The hearing committee (President's Panel) shall elect a chairperson who shall direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for the extension.

7. The chairperson of the hearing committee (President's Panel) may in his/her discretion require a joint pre-hearing conference with the parties which may be held in person or by a conference telephone call. The purpose of the pre-hearing conference should include but is not limited to one or more of the following:

a. Notification as to procedure for conducting the hearing.
b. Exchange of witness lists, documentary evidence, and affidavits.
c. Define and clarify issues.
d. Present stipulations of fact. A written memorandum of the pre-hearing conference should be prepared and provided to each party.

8. A hearing shall be conducted by the hearing committee (President's Panel) to determine whether adequate cause for termination of the faculty member exists. The hearing shall be conducted according to the procedures below.

a. During the hearing, the faculty member will be permitted to have an academic advisor present and may be represented by legal counsel of his/her choice.
b. A verbatim record of the hearing will be taken and a typewritten copy will be made available to the faculty member, upon request, at the faculty member's expense.
c. The burden of proof that adequate cause exists rests with the institution and shall be satisfied only by clear and convincing evidence in the record considered as a whole.

d. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the committee in securing witnesses and making available documentary and other evidence that is under its control.

e. The faculty member and the administration will have the right to confront and cross examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories. An affidavit may be submitted in lieu of the personal appearance of a witness if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the opposing party has not objected to the admission of the affidavit in writing within (7) days after delivery of the affidavit or if the committee chairperson determines that the admission of the affidavit is necessary to ensure a just and fair decision.

f. In a hearing on charges of incompetence, the testimony shall include that of qualified faculty members from the institution or other institutions of higher education.

g. The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

h. The findings of fact and the report will be based solely on the hearing record.

i. The president and the faculty member will be provided a copy of the written committee report. The committee's written report shall specify findings of fact and shall state whether the committee has determined that adequate cause for termination exists and, if so, the specific grounds for termination found. In addition, the committee may recommend action less than dismissal. The report shall also specify any applicable policy the committee considered.

9. After consideration of the committee's report and the record, the president may in his/ her discretion consult with the faculty member prior to reaching a final decision regarding termination. Following his/her review, the president shall notify the faculty member of his/her decision, which, if contrary to the committee's recommendation shall be accompanied by a statement of the reasons. If the faculty member is terminated or suspended as a result of the president's decision, the faculty member may appeal the president's action to the Chancellor pursuant to U of M Board of Trustees Policy. Review of the appeal shall be based upon the record of hearing. If upon review of the record, the Chancellor notes objections regarding the termination and/or its proceedings, the matter will be returned to the president for reconsideration, taking into account the stated objections, and, at the discretion of the president, the case may be returned to the hearing committee (President’s Panel) for further proceedings.

XI. University of Memphis Instructor Ranks

I. Introduction

The purpose of this document is to establish criteria for adoption of the newly designated U of M Board of Trustees intended to allow promotion from the rank of Instructor to Senior Instructor and then to Master Instructor and define criteria for promotion into each of the new ranks.

Initial non-tenure track teaching appointments at the rank of Instructor are for a definite term of one year or less. Following a satisfactory performance review, contracts may be renewed for a three-year term appointment. This is a 3-year time-limited appointment contingent upon available funding and satisfactory review. This appointment may be terminated at any time provided termination notification is given within the first 2 weeks of the semester in which the termination will occur. An Instructor is eligible for promotion to Senior Instructor typically after a minimum three (3) years of regular (full-time) service at the rank of Instructor or other equivalent full-time faculty position. A Senior Instructor is eligible for promotion to Master Instructor after three (3) years of regular (full-time) service at the rank of Senior Instructor or other equivalent full-time faculty position. In addition to the change of title, promotion in rank should be recognized by a base salary adjustment. Promotion in rank may also include the offer of a three-year term appointment following a satisfactory performance review.

In unusual circumstances, the department head, with the prior permission of the dean, may recommend to the Provost initial appointment at a rank of Senior Instructor or Master Instructor. In such cases, initial appointment may be for a period of up to three years.

The purpose of this document is to establish expectations for performance, to make explicit the criteria and process for promotion, and to offer guidance to the candidate and departments regarding the assembly of a promotion dossier.

II. Expectations for Instructional Faculty

Instructorships are non-tenure track, renewable, teaching faculty appointments. Instructors devote a preponderance of their time to faculty responsibilities including, but not limited to, teaching, advising, and student mentoring. They are not generally expected to conduct research, public, or disciplinary service as a condition of their employment. However, discipline-appropriate research, scholarship and creative activity, and service activities should be recognized depending on the needs of the department and the skills and desires of the faculty member.

Teaching is central to the purposes and objectives of the University of Memphis and Instructors are expected to provide excellent instruction. It encompasses classroom instruction, course development, serving as professor of record, mentoring students in academic projects, testing, grading, and the professional development of the faculty member as a teacher. Mentoring students at all levels is an important aspect of teaching, and creative and effective use of innovative teaching methods and curricular innovations are encouraged. The evaluation of teaching should be adaptable to differences among disciplines. Since such evaluation is a qualitative process, multiple sources of evidence, should be employed.

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;
• Revising teaching strategies with innovations in instructional technology.

III. Criteria for Appointment to Instructor Ranks

Because an instructor's primary responsibility is teaching, the primary criterion for appointment, continuation of appointment, evaluation, and promotion is excellence in teaching. However, documented evidence of excellence in discipline-appropriate scholarly and/or creative activity, and/or service to the discipline or profession, may be included as supplementary criteria, depending on the needs of the department and the skills and desires of the faculty member.

According to U of M Board of Trustees Policy, "Temporary instruction faculty at instructor, senior instructor, or master instructor rank may be appointed to a three-year contract. Such a contract may be renewed after any satisfactory performance review." Reappointment decisions will include consideration of available funding and the faculty member's performance. Temporary faculty appointed for terms of more than six months are eligible for University employment benefits. All temporary appointments may be terminated in conformance with the terms of the employment agreement.

INSTRUCTOR: An initial non-tenure track teaching appointment is typically made at the rank of Instructor. An initial Instructor appointment will be for a definite term of one year or less, after which time, upon completion of a satisfactory performance review, a three-year contract renewal may be offered.

To be appointed to the rank of Instructor requires:

1. Demonstrated teaching ability and student development
2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area.
3. Evidence of good character, mature attitude, and professional integrity.
4. Any additional promotion criteria listed under Senior or Master Instructor below that has been completed should be considered as evidence for recommendation for promotion to the Instructor rank.

SENIOR INSTRUCTOR: After serving at the rank of Instructor or other equivalent full-time faculty position, typically for a minimum of three (3) years, an Instructor who has satisfied the

following criteria may be put forward by the department for promotion to the rank of Senior Instructor:

1. Documented evidence of high quality teaching, education and professional commensurate experience, service to the institution, and contribution to student development
2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area.
3. Evidence of good character, mature attitude, and professional integrity.
4. Any additional promotion criteria listed under Master Instructor below that has been completed should be considered as evidence for recommendation for promotion to the Senior Instructor rank.

Evidence of "high quality teaching" may include:
• Documented student evaluations in all courses
• Peer evaluations
• Annual departmental/dean evaluations
• Professional development, as evidenced by appropriate activities in support of the expected instructional practices listed in Section II above
• Evidence of notable contributions to the university's instructional mission within the faculty member's assigned role

Education and commensurate professional experience may include
• Terminal degree in field
• Commensurate professional experience in appropriate field
• Continuing education beyond current degree

Service to the institution
• Committee service
• Community outreach activities

Contribution to student development
• Advising and mentoring
• Mentor for student groups
• Leading and/or organizing student activities
• Tutoring

Promotion to the rank of Senior Instructor may be accompanied by an appointment that may be renewed to a three-year contract following any satisfactory performance review. Such renewals will not require a new search prior to reappointment. Like all academic appointments, these multi-year appointments require annual evaluations and may be renewed for the specific term, unless terminated for cause, or by operation of some other provision in the Faculty Handbook (such as relinquishment or forfeiture or extraordinary circumstance, as defined in the Faculty Handbook.)

MASTER INSTRUCTOR: After serving at the rank of Senior Instructor or other equivalent full-time faculty position, typically for a minimum of three (3) years, a Senior Instructor who has

satisfied the following criteria may be put forward by the department for promotion to the rank of Master Instructor:

1. Documented evidence of teaching excellence; education or commensurate professional experience; service to the institution, and contribution to student development.
2. Minimum of a Master's degree from an accredited institution in the instructional discipline or related area (It is desired that Master Instructors have an earned doctorate or terminal degree in an appropriate discipline or equivalent professional experience).
3. Evidence of good character, mature attitude, and professional integrity.

Evidence of "teaching excellence" may include:
• Documented student evaluations in all courses
• Peer evaluations
• Annual departmental/dean evaluations
• Continuing professional development, including attending campus, national or international meetings directed at improving instruction
• Developing new courses or revising existing courses
• Incorporating innovative course materials or instructional techniques
• Awards or other recognition for teaching
• Evidence of outstanding contributions to the university's instructional mission, within the faculty member's assigned role

Education or commensurate professional experience
• Terminal degree in field
• Commensurate professional experience in appropriate field
• Continuing education beyond current degree

Service to the institution
• Evidence of institutional or disciplinary service
• Course coordination and redesign
• Committee service
• Community outreach activities
• Serving on administrative committees

Contribution to student development
• Advising or mentoring students
• Mentor for student groups
• Leading and/or organizing student activities
• Tutoring
• Serving on graduate student committees

Promotion to the rank of Master instructor should be recognized by a base salary adjustment, and may be accompanied by an appointment that may be renewed to a three-year contract following any satisfactory performance review. Such renewals will not require a new search prior to reappointment. Like all academic appointments, these multi-year appointments require annual evaluations and may be renewed for the specific term, unless terminated for cause, or by

operation of some other provision in the Faculty Handbook (such as relinquishment or forfeiture or extraordinary circumstance, as defined in the Faculty Handbook.)

IV. Process for Promotion

An adequate evaluation of a promotion candidate's qualifications and professional contributions require the academic judgment of both the candidate's faculty colleagues and responsible administrators. Typically, there are three levels of review: the department or other unit level, headed by the candidate's immediate supervisor; the dean of the college in which that unit sit; and the provost. For colleges without departments, the review should follow the same procedure used for the promotion and tenure process. The timeline for promotion review is consistent for instructors, lecturers, and professors.

A. Departmental Level Review and Recommendation

1. The non-tenure track teaching faculty member and department head or designee should discuss promotion as a part of the annual performance review, well in advance of the suggested dates for submission of the application for promotion in order to give the candidate sufficient time to gather the required materials and assemble the dossier.
2. The promotion process begins when a dossier is submitted for consideration for promotion to Senior or Master Instructor rank. A department tenure and promotion committee will review the candidacy and record a vote in favor or against promotion by a majority vote. The vote of the departmentally designated faculty committee is advisory to the department head.
3. After making an independent judgment on the promotion candidacy, the department head shall either insert a positive written recommendation in the dossier and advance it to the next level of review—OR-- notify the candidate in writing that the department declines to recommend promotion.
4. Candidates not recommended for promotion may appeal the decision to the next level. If a candidate chooses not to appeal, the application is considered to be withdrawn and the promotion process ends.

B. College level Review and Recommendation

1. The dean may establish a college wide committee for review and recommendation regarding promotion of instructors at his/her discretion. The recommendation of any college committee shall be advisory to the dean.
2. After making an independent judgment on the promotion candidacy, the dean shall either insert a positive written recommendation in the dossier and advance it to the next level review –OR– notify the candidate in writing that the college declines to recommend promotion.
6. Candidates not recommended for promotion may appeal the decision to the next level. If a candidate chooses not to appeal, the application is considered to be withdrawn and the promotion process ends.

C. Campus Level Review and Final Promotion Decision

1. The Provost reviews recommendations forwarded by the dean and serves as the final decision maker regarding promotion to Senior/Master Instructor.
2. The Provost notifies the successful and unsuccessful candidates in writing of his/her decision regarding promotion.
3. Candidates not recommended for promotion may appeal the decision to the President. If a candidate chooses not to appeal, the application is considered to be withdrawn and the promotion process ends.

V. Contents of the Dossier

The candidate's dossier is submitted online in the same manner as other applications for faculty promotion and tenure, though the required content of the dossier is abbreviated for the Instructor ranks as follows:

Tab I. SUMMARY OF RECOMMENDATIONS
- Recommendation signature page
- Appointment History

Tab II. COLLEGE/SCHOOL RECOMMENDATIONS
- Statement from the Dean
- Statement from the College/School Committee (if applicable)

TAB II. DEPARTMENT/AREA RECOMMENDATION
- Statement from the Department Chair/ Head
- Statement from the Department committee

TAB IV. OMIT

TAB V. INTERNAL EVALUATIONS
- Initial Appointment Letter
- Annual Evaluations

TAB VI. INSTRUCTION
- Summary of Teaching Responsibilities/Philosophy (normally 2-3 pages)
- Summary of Student Evaluations
- Peer Evaluation(s) of Teaching
- Honors and Awards
- Representative syllabi
- Evidence of curriculum development or pedagogical innovation
- Evidence of contribution to student development

TAB VII. Research/Scholarship/Creative Activity (Optional)

TAB VIII. SERVICE/OUTREACH/MENTORING/ADMINISTRATION
- Brief summary of responsibilities and accomplishments
- Peer evaluation of Service/Advising/ Mentoring/ Administration

Honors and Awards

TAB IX. UNIVERSITY
Curriculum Vitae

TAB X. OTHER PERTINENT INFORMATION

VI. Notification of Candidates during the Process and Candidate's Right to Respond

1. Candidate will be notified upon completion of review at every level (Department, college, provost)
2. Promotion applications that are not approved will not be forwarded to the next level of review unless the candidate submits a written appeal within ten working days of the date of the written notification of a negative promotion decision. The appeal must make an explicit request for further review of the application and give reasons for that request.
3. Candidates not recommended for promotion must wait one academic year before resubmitting the application. Resubmission can only occur with the consent of the department head, who will consult with the departmental committee