

University of Memphis
College of Communication and Fine Arts
Promotion and Tenure Guidelines

The Tenure and Promotion Guidelines for the College of Communication and Fine Arts are intended to provide further clarification and specification of the guidelines of the University of Memphis as they pertain to our particular college. These guidelines, among other procedural information, provide minimal requirements for each unit in the College of Communication and Fine Arts. Each unit shall develop a more detailed set of guidelines and requirements.

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Tenure-Track Faculty

Part I. The Dossier for Tenure and Promotion.

Each faculty member is expected to have a commitment to and competence in the areas of teaching, scholarship, and service. Variations will occur between departments and even among faculty members within individual departments.

Within the College of Communication and Fine Arts, scholarship embraces both creative activity and traditional research. Interdisciplinary and collaborative work, engaged scholarship, and applied research are equally valued within the context of the College's research mission. Contributions include architecture and interior architecture; the creation, performance, and exhibition of new works of art; design (graphic, scenic, sound, lighting, and costuming); music, theatre, and dance performance; film, video and new media productions; scholarly publications and presentations; commissioned and professional work; other comparable artistic and scholarly achievements.

Additionally, teaching, scholarship and service are interrelated, and some activities may span more than one area. The College guidelines are designed to recognize these factors when considering individuals for tenure and promotion to Associate and Full Professor.

Promotion from Assistant to Associate Professor will accompany the awarding of tenure unless that rank has already been attained. In the case of tenure and promotion to Associate Professor, the individual must clearly demonstrate a history of significant achievement as a professional educator and scholar, as well as a strong potential for future professional growth and development.

Individuals considered for promotion from Associate to Full Professor should clearly be leading scholars/artists and educators whose national or international stature can serve as a standard for professional achievement.

- The candidate's dossier must conform to the University format.
- Any additional college-specific requirements will be forwarded to departments and candidates in the spring semester of each year.

Part II. Department Policies and Procedures

Participation in the Department Tenure and Promotion Committee is an important duty of every tenured faculty member. It is expected that all eligible Department Tenure and Promotion Committee members will carefully review candidate files and participate in departmental deliberations and votes.

It is further expected that all faculty members who have attained the rank of either associate or full professor will participate in the mentoring of faculty who have not yet attained that rank.

- The tenured associate and full professors of the Department, in consultation with the faculty, shall be responsible for establishing departmental policies and procedures for tenure and promotion. The policies and procedures must be approved by a simple majority of all tenured associate and full professors.
- The Department shall develop specific criteria and guidelines, which it expects a candidate to meet for tenure and promotion purposes. The Department, College, and University guidelines shall be made available online and the chair of each department's committee should provide updates to the dean as they become available for publication. It is, however, the candidate's responsibility to keep current on changes in the guidelines.
- A Mid-tenure evaluation, during the spring term of the third academic year for each tenure-track faculty member with a six-year tenure probation period, will be made by the Department's Tenure and Promotion Committee and the Department Chair. For faculty members with a five-year tenure probation period, the mid-term evaluation should be conducted during the spring term of the third academic year. For faculty members with a four-year tenure probation period, the mid-term evaluation should be conducted during the spring term of the second academic. This evaluation, based on requirements for tenure and promotion, should provide information to the candidate on progress towards tenure and promotion. This evaluation should mirror the process used by Department Committee.

The Departmental T & P Committee will take a formal anonymous vote on whether the faculty member is progressing satisfactorily toward the grant of tenure and whether they should be retained.

- If many of the committee members vote that the faculty member is making satisfactory progress, the committee will prepare a written summary stating that the candidate is making satisfactory progress and recommend retention. The written summary should also address the strengths and weaknesses of the faculty member's accomplishments with respect to the tenure and promotion criteria of the department and academic unit. The summary should provide meaningful feedback and direction to the faculty member. The committee may also submit to the department chair a minority report with the rationale for dissenting opinions.
- If the majority of the committee members vote that the faculty member is not making satisfactory progress, then the committee will take an additional anonymous vote on whether the faculty member should be retained. The committee will prepare a written summary stating that the candidate is not making satisfactory progress toward tenure and include a recommendation on whether he or she should be retained. The written summary will address the strengths and weaknesses of the faculty member's accomplishments and highlight significant shortcomings with respect to the tenure and promotion criteria of the department and academic unit. The committee may also submit to the department chair a minority report with the rationale for dissenting opinions.
- The department tenure and promotion committee will enter the dossier the tally of the anonymous vote, if the committee is recommending that the faculty member not be retained; a list of the participating tenured faculty members; suggestions for enhancing the faculty member's progress toward the grant of tenure; and the majority and minority report, if applicable.

The Departmental T and P Committee report should provide meaningful feedback and direction to the faculty member to assist in his/her subsequent activities in these areas of performance.

After the T&P committee uploads their report, the Department Chair will also prepare a written report that addresses the strengths and weaknesses of the faculty member's accomplishments. The Department Chair will meet with the faculty member to discuss the reports. After the Chair meets with the candidate, the Dean will then write and upload a report and meet with the candidate.

The faculty member may write a brief statement in response to the reports and the discussion of them. The purpose of this response is to allow the faculty member the opportunity to address any concerns or inaccuracies. The faculty member may also describe plans for addressing any concerns raised. Every effort should be made during this review process to minimize any miscommunication between the parties involved.

The Committee's report, as well as one by the Department Chair, shall be forwarded to the Dean. Faculty with tenure probation periods of three years or less will not undergo a mid-tenure review. Annual evaluations by the department chair should contain statements

regarding progress toward tenure and promotion.

- For tenure and promotion to Associate Professor, the Department Tenure and Promotion Committee shall consist of all tenured associate and full professors. For promotion to full professor, the Committee shall consist of only tenured full professors. Spouses and other relatives of a candidate may not participate in deliberations or voting on that candidate. Only eligible Committee members who have reviewed a candidate's files and are present for deliberations may vote.
- Teaching effectiveness is of critical importance in evaluating a candidate for tenure or promotion. In accordance with the evaluation policies set forward by the office of the provost, candidates should not submit solicited peer-evaluations of teaching to the dossier. Instead, the chair of each department/school, or their designee, shall arrange for a minimum of one peer review of teaching for each year of the probationary appointment period to be included in this section of the dossier. Candidates for full professor should have a minimum of two peer reviews of teaching written by other full professors and taken from the three-year period leading up to their application for promotion. With prior approval of the Dean of the college, the chair or their designee may appoint individual(s) outside of the department and, if necessary, outside of the college or university with appropriate stature and experience in the discipline to provide one or more of the teaching evaluations in section 6.4. In this case a rationale for the substitution should be included along with the evaluation document and such substitution should be seen as an exception only to be used in extenuating circumstances such as the lack of any full professors in a department. Any teaching reviews solicited by the candidate should be included as part of their Supplemental Materials.
- Each department shall set a minimum number for committee membership and procedures for expanding the committee with faculty from other departments if the number of eligible members within the department is insufficient.
- Each department shall devise specific criteria for solicitation of a minimum of four external peer reviewers of candidates for tenure and promotion. Every effort should be made to minimize biases for or against the candidate when selecting qualified peers. The reviewers are to be chosen in accordance with departmental guidelines. A summary of the reviewers' credentials will be included in the dossier. Candidates will not have access to the external review letters at the departmental level.
- While the University's minimum number of external peer reviewers of candidates for tenure and promotion is four the College of Communication and Fine Arts Tenure and Promotion Committee strongly encourages departments/schools to provide a minimum of five letters of peer review. While not required, the committee has observed a number of cases where candidates were disadvantaged by either a reviewer withdrawing at the last moment resulting in fewer than four review letters or one or more of the letters being overtly abstract in their commentary to the point that they were not persuasive evidence in review of the candidate. The fifth letter can serve as a backup in cases where a reviewer does not

follow-through on their commitment to provide a review or where one or more the letters is inconclusive. Since the college-level committee is not, as a group, expert in every field of the college it must rely more heavily on the external review letters than the department/school committee. Regardless of number received, all external review letters must be uploaded as part of the dossier. Neither the candidate nor the department shall have the ability to select a subset even if more than the university minimum were solicited.

- The external reviewers are expected to provide informed, objective evaluations rather than testimonials. Therefore, no more than one external reviewer can be a past mentor or collaborator of the candidate. To the extent possible, the external reviewers should be selected from peer or peer-aspirational institutions and reviewers for candidates seeking the rank of professor should be professors themselves.
- The recommendation and supporting statement of the Departmental Tenure and Promotion Committee shall be forwarded to the Department Chair along with the completed vote signature page. The supporting statements should accurately reflect the deliberations of the Committee, including a discussion of concerns expressed by those who did not support the candidate's application.
- The Department Chair shall have the responsibility for providing in the dossier a written evaluation of the candidate's dossier. The Department Chair's recommendation is completely separate from the Committee's recommendation. The Department Chair may not be present during the Committee's deliberations or votes.
- The Chair shall forward the Committee's report as well as his/her own recommendation and supporting statement to the Office of the Dean.
- Requests for a tenure probation reduction are due to the Dean no later than March 1st of calendar year in which the tenure application will be made unless negotiated at the time of hire. Requests not agreed to at the time of hire require an approval letter to be included in the candidate's dossier with signatures of the Chair, Dean, Provost, and President.
- Early promotion to associate professor requires a memo from the Department Chair in the dossier, unless an early promotion application was stipulated in the offer letter.

Part III - College-Level Policy and Procedures for Tenure and Promotion

The College Tenure and Promotion Committee shall review the written standards from the candidate's department and examine the candidate's credentials relative to the College guidelines in order to ensure that the professional expectations of the Department, College and University have been achieved. Finally, this Committee shall review the candidate's potential for future growth and development based on the evidence presented in the candidate's materials as well as the evaluative comments of the Department Tenure and Promotion Committee and Department Chair. The committee shall then take a formal anonymous vote regarding the recommendation of award of tenure and/or promotion.

The College Tenure and Promotion Committee operating procedures shall be as follows:

- The Dean shall assemble the Committee for its initial meeting in October of each year. The first order of business shall be the election of a committee Chair through a process of open nominations and using a simple majority vote. The chair shall facilitate the work of the committee and have full voting privileges.
- The Chair shall be responsible for maintaining the agenda, completing, and filing the final candidate report in the office of the dean, and ensuring that all vote counts are properly recorded.
- The Committee members must have afternoon availability for all meetings so that all members qualified to vote are present to conduct business. (Refer to Tenure and Promotion Calendar maintained by the Dean's office of the CCFA: September Meeting to elect the chair, mid-October meeting to vote upon candidates and end of October meeting to complete committee business)
- The Committee Chair shall be provided with the candidate's materials, including the recommendation documents of both the Departmental Tenure & Promotion Committee and the Department Chair. The transmittal of this material will be from the Department Chair via the Dean to the Chair of the College Tenure & Promotion Committee.
- Each Committee member shall be expected to review the files of all applicants.
- Candidates from a single department shall be considered individually.
- Committee members must excuse themselves when candidates from their departments are discussed and voted upon. They may, however, be requested to appear before the Committee to respond only to specific informational questions approved by the Committee. Discussion of responses to these questions and other matters pertaining to the candidate would continue subsequent to dismissal of the member in question.
- The Committee, through its Chair, may request that the Chair of the Department Tenure and Promotion Committee respond to specific questions from the Committee.
- All qualified members, with the exception of those who have excused themselves, will be eligible to vote on candidates for tenure and promotion. For **promotion to professor**, a subcommittee of tenured professors will make the recommendations. The subcommittee must have at least three (3) full professors. Each member shall vote yes, no, or abstain. Abstentions will not be considered in determining the majority. Tie votes will be reported simply as such, not as positive or negative recommendations. If the recommendation of the College Tenure and Promotion Committee is not unanimous, the committee may also submit to the dean a minority report with rationale for dissenting opinions. ^[1]_[SEP]
- Because promotion to associate professor accompanies tenure in all cases, unless that rank has already been attained, the vote for tenure shall also be the vote for associate professor, where applicable.
- In all decisions on tenure and/or promotion, the Committee shall include a written

rationale for its vote reflecting the Committee's discussion. This rationale shall be written by the committee and collated by the chair prior to being made a part of the committee's final report.

- Committee members shall maintain complete confidentiality regarding deliberations of the Committee.

The Committee Chair shall complete and sign the recommendation reports and forward them to the Dean.

The Dean shall prepare a recommendation and report based on available material.

Subsequently, the Dean shall forward all appropriate forms and his/her report/recommendation as well as those of the Department Chair and both the College and Department Tenure and Promotion Committees to the Office of the Provost.

When a senior faculty member is hired with the expectation of tenure, the Committee will convene a special meeting to examine the faculty member's credentials. The Committee's recommendation will then be sent forward through the Dean, Provost, and President in time for consideration at the Board of Trustees first meeting of the next academic year.

Part IV – Approvals

Implementation of these guidelines is subject to a simple majority approval of all the members of the college Tenure and Promotion Committee as representatives of their respective departments and school. The guidelines shall become effective upon final approval by the Dean and the Provost.

Updates and amendments to this document should be submitted to the Dean no later than the last day in February of each year and should, at minimum, include a review of the tables in section V.

- Amendments may be introduced by tenured associate and full professors and must be approved by the Tenure and Promotion Committee of the department of the person presenting the amendment. The Dean and the College Tenure and Promotion Committee may also introduce amendments and updates.
- All proposed changes shall be forwarded to the Office of the Dean. The Dean shall forward proposed amendments to the College Tenure & Promotion Committee for discussion and review during the academic year in which the amendment is proposed.
- The College Tenure and Promotion Committee shall review any changes or amendments and vote to either approve or disapprove of any changes.
- Any amendment must be approved by a simple majority vote of all committee representatives after consultation with all the members of their department. In this vote the committee member is meant to represent the will of their respective departmental colleagues rather than their personal opinion or desire. The updated document will be forwarded to the Office of the Dean for approval by the Dean and

Provost.

Part V – Research and Creative Activity Guide

Within the College of Communications and Fine Arts there are several departments and specific programs where faculty regularly engage in creative and creative/professional work that may not fit the common scholarly rubric common in most of the university. The following addresses scholarly production of a creative and/or creative/professional type.

The criteria and guidelines for assessing research and creative activities are established by the individual units and tailored to the specific requirements and structures of their disciplines. It is the responsibility of each unit to articulate the types of scholarly and creative activities that align with the mission of the department, college, and university and it is the candidate's responsibility to demonstrate the quality and significance of work within these parameters. The faculty review committees at the department and college levels assess the record of scholarship with regard to quality, innovation, and contributions to the field.

The following outline gives some examples of research and creative activity in the College and should be considered as a reference only. For a more detailed description faculty members should consult their individual departmental tenure and promotion documents.

Architecture

Types of Research and Creative Activity	Evidence of Quality, Innovation, and Contribution to the Discipline
<p>Conventional research consisting of the following:</p> <ul style="list-style-type: none">• discipline-appropriate works such as authored or edited books or chapters;• discipline-appropriate articles in journals with international or national stature;• presentations at conferences of significant professional organizations in architecture, interior design, urban design, or related fields;• competitive grants.	<p>Significance of journal, publication, or venue; judgment of reviewers and other professionals in the field.</p>

<p>Creative activities and professional practice including:</p> <ul style="list-style-type: none"> • architectural, interior design, urban design, city planning, or engineering commissions (built or unbuilt); • architectural or design or related competitions; • design consulting; • technical consulting; • other design work (furniture, graphic, landscape, product, exhibit, and so forth); • professional registration or certification (NCARB, NCIDQ, AICP, PE, LEED AP); • development of new and meaningful pedagogy; • studio and performance art (photography, painting, sculpture, and so forth); • grants in support of any of the above. 	<p>Significance of creative activities and professional practice; judgment of reviewers and other professionals in the field.</p>
<p>Engaged scholarship activities which:</p> <ul style="list-style-type: none"> • involve academic projects that engage faculty members and students in a collaborative and sustained manner with community groups; • connect university outreach endeavors with community organizational goals; • foster mutual productive relationships between the university and the community; • result in excellence in engaged scholarship through such products as collaborative reports, design-related projects, peer-reviewed publications, documentation of impact, and so forth; • result in acceptance of reports, projects, and other deliverables by the clients(s) for implementation or use; • grants in support of any of the above. 	<p>Significance of discovery or solution to the field as documented by professionals and peer review.</p>

Department of Art and Design

Art Education

Types of Research and Creative Activity	Evidence of Quality, Innovation, and Significance
Publication of research in an art education, education, or pedagogy periodical, book, catalogue, or on-line source; articles, books, curatorial work, education exhibits, presentations or interactive media projects about art education, pedagogy, professional practice, or the visual arts	Significance of publisher and distribution; awards and honors from visual arts education organizations; inclusion or citation or work in anthologies, articles, books; written reviews; professional and peer evaluations; internal and external grants.
Engaged scholarship projects in the fields of art education and studio practice, including collaborative partnerships with museums, art organizations, school systems and/or community organizations	Significance of venue; written reviews; professional and peer evaluations; internal and external grants; awards and honors.
Public exhibitions of creative work in museums, galleries, alternative spaces, and other venues; juried and/or invitational exhibitions; commissioned projects in the studio practice.	Significance of venue; contribution to the field and significance of subject.
Presentation and installation of work at conferences	Significance or venue, status of conference (regional, national, international); publication in conference proceedings; peer evaluations.

Studio Art (Ceramics, Painting, Photography, Printmaking, Sculpture)

Public exhibitions of work in museums, galleries, alternative spaces, festivals, and other venues; Commissioned projects in the studio practice.	Juried and invited exhibitions; Critical review or publication of work in a visual art periodical, catalog, or book; awards, grants, or honors; Status of exhibition space or venue.
Articles, books, curatorial work, education exhibits, presentations or interactive media projects about studio practice.	Significance or venue, status of conference (regional, national, etc.); publications, citations, etc.

Graphic Design

Professional practice and client-initiated projects in print or digital media; Self authored projects in print or digital media	Publications, awards, grants, honors, inclusion or citation or work in anthologies, articles, etc.; juried design exhibitions, invited design exhibitions.
Articles, books, curatorial work, educational exhibits, presentations or interactive media projects about graphic and communication design.	Publication, awards, grants, honors, on-line publication of work at curated sites; inclusion or citation or work in anthologies, articles, etc.; juried design exhibitions, invited design exhibitions.

Art History

Single-Authored book-length publications	Significance of publisher and distribution Contribution to the field Significance of subject. National and International stature
Edited books, catalog essays, book entries, reviews and articles	Significance of journal or publication venue Judgment of reviewers and professionals in the field.
Curated Exhibitions	Significance of venue, written reviews; professional and peer evaluations; internal and external grants, awards.
Academic texts	Significance of publisher and distribution; contribution to the field and significance of subject.
Professional presentations	Significance of venue; publication in conference proceedings; peer evaluations.
Engaged scholarship projects, including curatorial work, docent training, lecturing that builds relationships with a diversity of museums, art galleries and organizations	Engaged scholarship that results in the publication of exhibition catalogues, books and other educational materials promoting original research in art history and visual cultures studies that bring regional-national and international recognition.
Engaged scholarship activities that involve faculty and students in sustained outreach endeavors	Impact of arts and society collaborations that highlight the role that the arts have historically played in the community, including social justice issues and healing

Department of Communication and Film

Communication

Types of Research and Creative Activity	Evidence of Quality, Innovation, and Significance
Scholarly books, articles, or papers; grant writing	Significance of book press, academic journal, or publication; judgment of reviewers and other professionals; submittal for external and internal grants as a part of securing research funding
Conference presentations; conference publications	Significance of conference; publication in conference proceedings
Creation, direction, production of public communication; i.e. health communication campaigns, speech writing, political communication, etc.	Critical reviews; effectiveness of campaign strategies; critical analysis of the materials produced; internal and external funding

Film

Creation and direction of films, video, audio, and other electronic media	Significance of venue or broadcast outlet; post-broadcast distribution; reviews; grants; honors and awards; festival screenings; invited exhibitions; internal and external funding
Scholarly books, articles, or papers; grant writing	Significance of book press, academic journal, or publication; judgment of reviewers and other professionals; submittal for external and internal grants as a part of securing research funding
Conference presentations; conference publications	Significance of conference; publication in conference proceedings

Department of Journalism and Strategic Media

Types of Research and Creative Activity	Evidence of Quality, Innovation, and Contribution to the Discipline
Publication of refereed journal articles; scholarly books and journalism textbooks; presentations at professional conferences; editing and judging the research of other scholars in refereed journals	Significance and impact of publication; selection process for refereed journals; recognition and review by recognized scholars in the field.
Community-based scholarship (application of skills and knowledge of journalism and mass communication to community concerns). Also called “engaged scholarship.”	Significance and impact of research project on community issues; application of research findings to real-world problems; external funding and grants.
Consistent publication in non-refereed sources, such as articles or essays in newspapers, magazines, trade journals; professional association pamphlets, Newsletters and magazines;	One or more of the following: Consistency of publication or production projects; external peer review; extent of readership; advancement of professional journalism practice.
Professional production of television or film programs, reports, or documentaries;	Significance of venue or broadcast outlet; post-broadcast distribution; reviews; grants; honors and awards; festival screenings; invited exhibitions; internal and external funding
Professional production of mass media website development projects.	Impact and reach of publicity; reviews; honors and awards; grants; internal and external funding.
Professional design of strategic media projects, such as advertising campaigns and marketing plans.	Impact and reach of publicity; reviews; honors and awards; grants; internal and external funding.

School of Music

Types of research and creative activity	Evidence of quality, innovation, and significance
Scholarly research: publication of scholarly articles, chapters, books	Significance of journal or publication: judgment of reviewers and other professionals
Scholarly research: publication of editions of music	Significance of publisher, distribution, judgment of reviewers and other professionals
Scholarly research: papers, workshops, panels at professional meetings	Significance of the conference, publication in conference proceedings, peer evaluation
Musical performance	Significance of performance (e.g., premiere, exploration of underrepresented repertoires, revival of performance traditions of the past, contribution to cultural life), significance of venue and sponsoring organization, selection criteria, written reviews, peer evaluation.
Recordings and broadcasts (for performers, including conductors)	Significance of performance, significance of recording label or broadcasting, organization, extent of distribution, written reviews, peer evaluation
Recordings (for music industry)	Significance of recording label, significance of performers, written reviews, peer evaluation, grants and awards
Composition	Significance of musical or cultural contribution, significance of performers and venue or recording label, significance of publisher, written reviews, peer evaluation, awards and grants. If recorded, extent of distribution.
Conducting and directing	Significance of performance and venue, selection criteria, written reviews, peer evaluations, honors and awards
Application of professional expertise to the solution of practical problems (especially music industry: recording, sound design, entertainment law, marketing, management)	Significance of discovery or solution to the field, as documented by professional and peer review, and by acceptance of the technique or solution in the industry

Department of Theatre and Dance

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	Value and significance of cross-disciplinary activity; degree of collaborative involvement; publication or presentation of results the composition or adaptation of stage scripts

Part VI - Tenure and Promotion Committee Selection Procedure

The membership requirements and selection process for the College Tenure and Promotion Committee shall be as follows:

- Each member must be a tenured associate or full professor and meet the professional requirements expected of candidates for tenure and promotion from the member's respective department.
- The Committee shall consist of one representative from each department and schools within the College. Each member will serve a two-year term. The members of the Committee will be elected by simple majority of all the tenured and tenure-track faculty members within each department and school. A specific faculty member cannot serve more than two consecutive terms.
- One term of service is two (2) consecutive years.
- Members of the Committee should not serve more than two consecutive terms.
- One-half of the Committee members will rotate off each year while one-half will be retained from the previous year.
- A Committee member must excuse themselves from the portion of the meeting

involving the discussion of candidates from his own department and may not vote upon these candidates.

Part VII. Non-Tenure Track Faculty

Non-tenure-track faculty appointments are categorized by their primary academic responsibilities: teaching, research, clinical, practice, adjunct, and/or visiting appointments. These positions are hired on limited terms but are typically renewable to meet the specific needs of academic units. Within the College of Communication and Fine Arts, there are two tracks of full-time non-tenure appointments eligible for promotion. They are **non-tenure track teaching faculty** and **non-tenure track faculty of practice**

Non-Tenure Track Teaching Faculty

Full-time, non-tenure-track teaching faculty are hired primarily for teaching and institutional service. They are not generally expected to conduct research, provide public service, or provide 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 CCFA and the skills and desires of the faculty member. A complete and thorough documentation of the non-tenure-track teaching faculty's responsibilities and workload distribution will be provided to the faculty member at the time of initial appointment and updated each time the faculty member is reappointed.

Teaching is a core mission central to the purposes and objectives of a university.

Non-tenure-track teaching faculty are expected to provide excellent instruction. This encompasses classroom instruction, course development, serving as instructor 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. The creative and effective use of innovative teaching methods and curricular innovations are encouraged. Evaluation of the quality of instruction should follow standard practice for the discipline. Since such an 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;
- Constructing appropriate and effective assessment activities;
- Incorporating collaborative and experiential learning in regular classroom instruction;
- Providing timely and useful feedback to students;

- Providing current information and materials in the classroom and/or laboratory;
- Engaging students in an active learning process;
- Revising course content and scope as required by advances in disciplinary knowledge or changes in curriculum;
- Revising teaching strategies with innovations in instructional technology.

Ranking Specific Requirements for Teaching Faculty

While the minimum qualifications for appointment and the criteria for performance at a particular rank are consistent across the university, the specific requirements of the varying ranks are a function of the discipline and are typically defined by the by department or school in which an appointment resides.

Assistant Professor of Teaching

- Evidence of potential ability in teaching and service.
- Professional comportment consistent with the Faculty Code of Conduct.

Associate Professor of Teaching

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

Professor of Teaching

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

Non-Tenure Track Faculty of Practice

Full-time, non-tenure-track faculty of practice are hired primarily for teaching and institutional service. Faculty of practice may also be expected to perform professional service in accordance with their appointment. They generally are not expected to conduct research as a condition of their employment. However, research activities may be included as part of their effort, depending on the needs of the CCFA and the skills and desires of the faculty member. A complete and thorough documentation of the responsibilities and workload distribution of the non-tenure-track faculty of practice will be provided at the time of initial appointment and updated each time the faculty member is reappointed.

The CCFA's expectations and standards of instruction for non-tenure track faculty of practice

are aligned with the characteristics of excellent instruction for non-tenure track teaching faculty. Additionally, characteristics are the following:

- Preparing students for the complexities and realities of the current professional environment;
- Staying current in their field of practice to ensure course content is consistent with the current professional setting;
- Organizing and supervising students in professional programs.

Ranking Specific Requirements for Faculty of Practice

While the minimum qualifications for appointment and the criteria for performance at a particular rank are consistent across the university, the specific requirements of the varying ranks are a function of the discipline and are typically defined by department or school in which an appointment resides.

Assistant Professor of Practice

- Evidence of potential ability in teaching, service to the institution, service to the profession, and contribution to student development and success.
- Documentable recognition of expertise in the field and at least a decade of practice in the field in the private or public sectors outside the academy. Exceptions to this minimum rank qualification can be approved by the provost.
- Professional comportment consistent with the Faculty Code of Conduct.

Associate Professor of Practice

- Documented evidence of high-quality teaching, service to the institution, and contributions to student development and success.
- Served at least five years at the rank of assistant professor of practice. Exceptions to this minimum rank qualification can be approved by the provost.
- Documentable recognition of expertise in the field and at least a decade of practice in the field in the private or public sectors outside the academy. Exceptions to this minimum rank qualification at the associate professor of practice level can be approved by the provost.
- Professional comportment consistent with the Faculty Code of Conduct.

Professor of Practice

- Documented evidence of teaching excellence; service to the institution, and contribution to student development and success.
- Served at least five years at the rank of associate professor of practice. Exceptions to this minimum rank qualification can be approved by the provost.
- Documentable recognition of expertise in the field and at least a decade of practice in the field in the private or public sectors outside the academy. Exceptions to this minimum rank qualification at the professor of practice level can be approved by the provost.

- Professional comportment consistent with the Faculty Code of Conduct.

Guidelines For Non-Tenure Track Faculty

The Department of Art follows the terms and procedure for non-tenure track faculty of practice, which states, “Full-time, non-tenure-track faculty of practice are hired primarily for teaching and institutional service. Faculty of practice may also be expected to perform professional service in accordance with their appointment. They generally are not expected to conduct research as a condition of their employment. However, research activities may be included as part of their effort.” Non-tenure-track faculty are not required to apply for promotion but may do so with sufficient activity and years of service to the university. Specific guidelines for promotion are detailed in the Faculty Handbook.

Teaching

Effective teaching is an essential criterion for promotion as a professor of practice, as teaching is at the core of the faculty’s position. Promotion will not be granted without clear evidence that the candidate is an effective teacher. Evidence of teaching excellence should include, but is not limited to, command of subject matter, ability to organize and present subject matter in a logical and meaningful way; ability to motivate undergraduates; and ability to foster creativity in their students. Candidates should invite the members from the department committee on promotion and tenure to visit their classes. The findings of the committee members may be augmented by class visits by the department’s chair. Peer faculty observation reports should be included in the candidate’s dossier as evidence of teaching effectiveness. Other documentation of teaching effectiveness might include any of the following:

- Statement of teaching philosophy
- Tangible course materials (including syllabi, handouts, etc.)
- Student evaluations for each course each semester § Evidence of supervision of student projects, examples of student work, and other forms of student mentorship
- Open-ended or other student input
- Teaching recognition
- Teaching scholarship
- Outside professional / peer input
- Evidence of professional development in teaching
- Evidence of disciplinary or interdisciplinary program or curricular development
- Innovative teaching methods documented by the candidate in application support materials.
- Other materials candidate chooses to include in support of their application.

Service

Institutional service is a core component of all non-tenure track faculty at the University of Memphis. Professors of practice in the Department of Art shall follow the same guidelines for institutional service established for tenured and tenure track faculty in the Department of Art, as outlined above (§4.C). Optionally, professors of practice may include professional service and

outreach as supplementary evidence in support of their request for promotion. These optional areas of service shall also follow the guidelines outlines above for tenured and tenure track professors.

Scholarly & Creative Activity

Professors of practice are expected to maintain current, practical knowledge of the methods, tools, techniques, and trends relevant to the classroom standards reflect the current state their field, as outlined previously. Scholarly and creative research beyond these pedagogical needs is not required as a condition of promotion. However, the candidate for promotion may optionally choose to include scholarly and creative work as supplementary evidence to be considered in support of their request for promotion.

Criteria for promotion to associate professor of practice

A faculty member must serve at the University in the assistant professor of practice role for a period of at least five years, unless otherwise prescribed in writing and approved by the dean and provost. The actual process begins in the spring of the fourth year, for a person on a standard calendar, when the candidate is required to notify the chair of the department that the faculty member will apply for promotion. The candidate is not mandated to apply for promotion. Rather, the candidate can apply when they feel that their dossier has met the criteria for promotion. In addition to the required years of service, faculty eligible for promotion should possess:

- Documentation of teaching effectiveness
- Documentation of institutional service

Criteria for promotion to professor of practice

- Documented evidence of ability in instruction
- Documented evidence of service to the institution and the profession.
- Documented evidence of high-quality professional productivity or research

Because there is no higher practice rank, promotion to professor is taken with great care and requires a level of achievement substantively beyond that required for associate professor of practice. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contributions to the university and the larger academic community.