Hierarchy of Important Documents for the Promotion and Tenure Process

Posted at the AFSA central website for faculty @ https://academic.uthsc.edu/faculty/info.php

University of Tennessee Board of Trustees Policies Governing Academic Freedom, Responsibility and Tenure
https://universitytennessee.policytech.com/docview/?docid=489&public=true
Especially relevant sections:
- Article III: Tenure
- Appendix A: Procedures for Consideration and Grant of Tenure

UTHSC Faculty Handbook, revised August 2018 @ http://uthsc.policymedical.net
Especially relevant sections:
- Section 4: Selection, Appointment, Tenure and Career Dev. Of Tenure Track Faculty
- Section 5: Selection, Appointment, and Career Dev. Of Nontenure Track Faculty
- Section 6: Faculty Ranks, Classifications of Appointments, and Promotion
- Appendix J: Procedure for the Annual Performance-and-Planning Review
- Appendix K: Procedure for the Interim Probationary Review for the Award of Tenure
- Appendix L: Procedure for the Final Probationary Review for the Award of Tenure
- Appendix N: Procedure for Effecting Promotion in Rank

College Bylaws https://academic.uthsc.edu/faculty/bylaws.php
http://uthsc.policymedical.net
Central repository with PDF versions of the current bylaws for each college.
- College of Dentistry
- College of Graduate Health Sciences
- College of Health Professions
- College of Medicine
- College of Nursing
- College of Pharmacy

Campus 2018-2019 Faculty Evaluation Calendar
https://academic.uthsc.edu/docs/Faculty-Evaluation-Calendar.pdf
General dates for promotion, tenure and faculty annual review process.

Campus Promotion and Tenure Website
https://academic.uthsc.edu/faculty/promotion_tenure.php
Specific documents and forms relevant to the promotion and tenure process.

Campus Annual Performance and Planning Review Website
https://academic.uthsc.edu/faculty/annual_review.php
Specific documents and forms relevant to the annual review process for faculty.
Scoring System for Promotion

No promotion should be made solely based on points, although the point system defines a minimum level of accomplishment that must be met by the faculty of all colleges at the health science center. For each faculty member being considered for promotion, the department Chair must provide a letter of recommendation justifying the scores that are awarded and the promotion that is under consideration. For promotion to Associate or Full Professor, each candidate shall also be evaluated by the faculty within the department at or above the rank being sought (Faculty Handbook, Section 4.4.2) and by the CPT Committee (Faculty Handbook Section 6.8.3); if a department does not have the required number (3) of faculty members (Faculty Handbook Section 4.4.2), the CPT Committee (Faculty Handbook Section 4.4.3) will perform the evaluation. Important intangible aspects that are also included in the final assessment include the individual’s loyalty, enthusiasm, courtesy, cooperativeness, and dedication to the department, the college, and the University.

Having achieved the required points, all candidates are still required to meet the specific, minimum career-track requirements of the rank to which they are seeking promotion.

Each category (teaching, research/creative and other scholarly activities, patient care, and service/outreach) has a possible total of 9 points divided among three subcategories. Points for each subcategory should be awarded on a 0-3 scale (whole numbers only), where 0 reflects no contribution in a particular area, 1 reflects minimal contribution with respect to quality and quantity, and a score of 2 reflects moderate or satisfactory contributions with respect to quality and quantity. A score of 3 should be awarded only for exceptional contributions, both with respect to quality and quantity; when such score is awarded, it must be justified by statements in the Chair’s letter and by the documentation provided by the candidates as part of their dossier. A similar review process should be used by the departmental and college appointment and promotion committees. A grid for assessing the points in each category can be found in a companion document.

Mission 1: Teaching (maximum of 9 points)

Examples of activities that should be considered in allocating points for teaching are shown below. Each candidate should identify the three activities (subcategories) on this list that would be most appropriate for evaluating his/her accomplishments and provide an appropriate grid for committee use. The score for these activities should reflect both the effectiveness and the level of contribution in each subcategory.

a. **Course Leadership**: course director, Clerkship coordinator, Residency training director; other formal teaching duties, e.g., student and resident teaching in a clinical or practice setting, classroom or online education, laboratory teaching; research mentor/member of thesis or research oversight committees; Student advising
b. **Acknowledged excellence in teaching**: Student or peer evaluations; Teaching honors and awards; Awards to students mentored by faculty
c. **Innovation in teaching**: Major course revisions, curriculum redesign, introduction of new technologies in the teaching setting
Mission 2: Research/Creative and Other Scholarly Activities (maximum of 9 points)

Examples of activities that should be considered in allocating points for research/creative and other scholarly activities are shown below. The score awarded for these activities should reflect both the quantity of these activities as well as the quality of the contributions in this category.

a. **Publications:** peer-reviewed and nonpeer-reviewed articles in professional journals, textbooks, book chapters, health care articles for the lay press, etc.

Publications in peer-reviewed, high impact journals should be given the highest scores. Evaluators should note, however, that some disciplines may regularly report their work in more narrowly focused journals and that a simple assessment of the impact factor of these journals may underestimate the significance of the publications for these disciplines.

College bylaws may specify minimum publication requirements for promotion to the various ranks depending on the type of faculty appointment held. Thus faculty members are advised to review college bylaws as they prepare their dossiers for promotion, and evaluators should review these bylaws as part of the promotion review process. For example, faculty members should be aware that the required number of publications may differ for tenured/tenure track faculty vs. non-tenure track faculty. In addition there may be differing requirements for the promotion of non-tenure track faculty who serve as clinician educators vs. those who serve as researchers. However, it is expected that there be a reasonable balance in the evaluation of numbers of publications versus their importance.

b. **Extramural funding:** grants from federal agencies (NIH, NSF, AHRQ, DOD, HRSA, etc.), foundations and institutes (American Heart Association, Muscular Dystrophy Association, National Cancer Society, etc.), pharmaceutical companies, training grants, inter-professional grants, and other grants and contracts

c. **Other scholarly activities:** manuscripts under review, invited lectures, patents, licensing agreements, presentations at national/international meetings, submitted abstracts, featured presentations at grand rounds, at local or regional societies, or for local special interest groups, service on editorial boards (if used here, cannot be used in "Service"); or development of new procedures, protocols, or devices that improve health and/or raise standards of care.

Mission 3: Patient Care (maximum of 9 points)

Examples of activities that should be considered in allocating points for patient care are shown below.

a. **Productivity/patient load/scheduling:** evaluation based on RVU targets and other agreed-upon patient care goals with respect to numbers of new and returning patients, numbers of procedures, numbers of clinic sessions per week, etc. Targets may differ depending on the site of care delivery and the specific discipline.

b. **Quality of care/patient satisfaction:** as evidenced by standardized evaluations carried out by practice setting, by evaluations of peers/other health care providers, by chart reviews, etc.
c. **Professional recertification/enhancement of knowledge base for clinical care:** acquires and maintains board certification/licensure by regular participation in professional societies and in continuing education programs in his/her field and/or by participation in special training programs

### Mission 4: University Service/Outreach (maximum of 9 points)

Examples of activities and material that should be considered in allocating points for service/outreach are shown below:

a. **Institutional service:** Participating on committees for the UT System, Health Science Center campus, college, or department; presenting continuing education programs for department, college or campus; organization of seminar programs; supervision of departmental or campus core research facilities (e.g., flow cytometry, confocal or electron microscopy facilities); coordinating searches for faculty members, deans, senior administrators.

b. **Professional service:** Participation in local, state, regional, national, or international organizations or professional societies, service on editorial boards, as a reviewer for professional journals or funding agencies (note that service on editorial boards may be considered under service or research but cannot count for both)

c. **Community service/outreach:** Presentations to civic groups or other local organizations, participation in outreach activities in area schools, organization and/or delivery of community health initiatives, providing clinical services in community settings (health care fairs)

### Point Requirements for Promotion

After careful review and assigning of points in the appropriate categories, the expectations for promotion are shown below. A sample template and a grid for calculating the points earned can be found in the appendices below:

a. For promotion to Assistant Professor, the candidate must accumulate a total of 3.5 points if he/she does not have a clinical practice and 4.0 points if he/she has practice responsibilities.

b. For promotion to Associate Professor, the accumulation of a minimum of 6 points is required from new/continuing activities since appointment or last promotion.

c. For promotion to Professor, the accumulation of a minimum of 7.5 points is required from new/continuing activities since appointment or last promotion.
<table>
<thead>
<tr>
<th>Mission</th>
<th>Categories</th>
<th>Score (0-3)</th>
<th>Σ (9 Max)</th>
<th>% Effort</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Teaching</strong></td>
<td></td>
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<td></td>
<td><strong>Course Leadership</strong>: Course director, Clerkship coordinator, Residency training director; other formal teaching duties, e.g., student and resident teaching in a clinical or practice setting, classroom or online education, laboratory teaching; research mentor/member of thesis or research oversight committees; Student advising</td>
<td>a._________</td>
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<td></td>
<td><strong>Acknowledged excellence in teaching</strong>: Student or peer evaluations; Teaching honors and awards; Awards to students mentored by faculty</td>
<td>b._________</td>
<td>X</td>
<td>________</td>
<td>_______</td>
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<tr>
<td></td>
<td><strong>Innovation in teaching</strong>: Major course revisions, curriculum redesign, introduction of new technologies in the teaching setting</td>
<td>c._________</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Research / Creative &amp; Other Scholarly Activities</strong></td>
<td></td>
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<td></td>
<td><strong>Publications</strong>: peer-reviewed and nonpeer-reviewed articles in professional journals, textbooks, book chapters, health care articles for the lay press, etc.</td>
<td>a._________</td>
<td></td>
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<tr>
<td></td>
<td><strong>Extramural funding</strong>: grants from federal agencies (NIH, NSF, AHRQ, DOD, HRSA, etc.), foundations and institutes, pharmaceutical companies; training grants; interprofessional grants; other grants and contracts, or program/teaching grants</td>
<td>b._________</td>
<td>X</td>
<td>________</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td><strong>Other scholarly activities</strong>: manuscripts under review, invited lectures, patents, licensing agreements, presentations at national/international meetings, submitted abstracts, featured presentations at grand rounds, at local or regional societies, or for local special interest groups, service on editorial boards (if used here, cannot be used in “Service”)</td>
<td>c._________</td>
<td></td>
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<tr>
<td></td>
<td><strong>Clinical Care</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Productivity/patient load/scheduling</strong>: evaluation based on RVU targets and other agreed-upon patient care goals with respect to numbers of new and returning patients, numbers of procedures, numbers of clinic sessions per week, etc.</td>
<td>a._________</td>
<td></td>
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<tr>
<td></td>
<td><strong>Quality of care/patient satisfaction</strong>: as evidenced by standardized evaluations carried out by practice setting, by evaluations of peers/other health care providers, by chart reviews, etc.</td>
<td>b._________</td>
<td>X</td>
<td>________</td>
<td>_______</td>
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<tr>
<td></td>
<td><strong>Professional recertification/enhancement of knowledge base for clinical care</strong>: acquires and maintains board certification/licensure by regular participation in professional societies and in continuing education programs in his/her field and/or by participation in special training programs</td>
<td>c._________</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Service / Outreach</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Institutional service</strong>: Participation on committees for the UT system, Health Science Center, college, and/or department; presentation of continuing education programs for department, college, or campus; organization of seminar programs, coordination of searches for faculty, deans, senior administrators</td>
<td>a._________</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Professional service</strong>: Participation in local, state, regional, national, or international organizations or professional societies, service on editorial boards, as a reviewer for professional journals or funding agencies (note that service on editorial boards may be considered under service or research but cannot count for both)</td>
<td>b._________</td>
<td>X</td>
<td>________</td>
<td>_______</td>
</tr>
<tr>
<td></td>
<td><strong>Community service/outreach</strong>: Presentations to civic groups or other local organizations, participation in outreach activities in area schools, organization and/or delivery of community health initiatives, providing clinical services in community settings (health care fairs)</td>
<td>c._________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** = ________
Sample Format for Preparation of Curriculum Vitae

Note: This format is intended as a guide. Names of categories may be changed as needed by individuals. Not all categories may be applicable to all individuals; inapplicable ones should be omitted. The list of categories is not all-inclusive; some individuals may need to add other categories.

Date of Preparation ___________

CURRICULUM VITAE

NAME:

EDUCATION:
Undergraduate:
College or university attended, dates (month, year), degree, date of degree
Graduate/Professional School:
College or school attended, dates (inclusive months, years), degree, date of degree
Internship:
Type, hospital(s), dates (inclusive months, years)
Residency:
Type, hospital(s), dates (inclusive months, years)
Postgraduate Training
Type, hospital(s), dates (inclusive months, years)
College or school attended (inclusive months, years)

HONORS/AWARDS:
Honorary Organizations
Institutional, regional, national, or international awards — may be grouped according to educational (e.g., undergraduate, or graduate) and/or professional subcategories.

MILITARY SERVICE:
Branch, dates served, training in service, current status

BOARD CERTIFICATION:
Board name, date of certification

LICENSURE:
Profession, state, number, date issued, status

SOCIETY MEMBERSHIPS:

UNIVERSITY (AND COLLEGE) APPOINTMENTS:
Chronological order from most recent to earliest — type and rank of appointment, University or College name, location, dates (inclusive months, years)
For UTHSC list primary appointment, followed by secondary appointment(s) and specify type of each

HOSPITAL/CLINICAL APPOINTMENTS:
Chronological order from the most recent to earliest — name of institution, type of appointment, (active, consultant), offices held

PRACTICE/PROFESSIONAL EXPERIENCE:
For those with any time in administration or in clinical practice (not as a faculty member)
List chronologically from most recent to earliest

OTHER ACADEMIC APPOINTMENTS:
Adjunct or affiliated appointments at other academic institutions

PRIVATE SECTOR APPOINTMENTS:
For those with relevant experience in the private sector
List chronologically from most recent to earliest

GOVERNMENT SECTOR APPOINTMENTS:
For those with relevant experience in the government sector
List chronologically from most recent to earliest

TEACHING EXPERIENCE:
Title of course, course number — May be subcategorized as appropriate for different colleges and/or academic institutions
Actual student contact hours or credit hours, numbers of students taught.
As applicable, indicate roles as course director, designer of course, lecturer, etc.

VISITING PROFESSORSHIPS AND INVITED LECTURES:
List dates and locations — May be subcategorized as international, national, regional, or local

EDITORIAL APPOINTMENTS:
Books, journals — Type of appointment
Name of book/journal, publisher, dates of appointment or date of publication

COMMITTEES AND OFFICES HELD:
Include dates of service
May be subcategorized by departmental and institutional committees, grant advisory committees, study sections, journal review assignments, offices held in organizations, national and regional committees and offices, consultant appointments and board examiner or member appointments, etc.

OTHER PROFESSIONAL AFFILIATIONS AND ACTIVITIES: (OPTIONAL)
RESIDENTS/FELLOWS/GRADUATE STUDENTS TRAINED:
Name; degree; inclusive dates; degree awarded, if any, as a result of this training; title of thesis or dissertation
May be subcategorized by institution

RESEARCH AND OTHER EXTERNAL SUPPORT:
List agency from which support was received, title of the project or program, dollar amount and inclusive dates; include role in research and percent effort
May be subcategorized by role on project or program

BOOKS AND BOOK CHAPTERS:
Numbered in chronological sequence — Choose a citation style and be consistent throughout Authors in exact order (your name may be underlined, in bold, italics), title of the paper, editors, location of publisher, date of publications, inclusive pages

PEER-REVIEWED JOURNAL ARTICLES:
Numbered in chronological sequence — Choose a citation style and be consistent throughout Authors in exact order, title of paper, name of journal, volume, inclusive pages, date of publication; note if letter

OTHER PUBLICATIONS: (OPTIONAL) or other appropriate category
Subcategorize as appropriate — proceedings (full papers), relevant popular press articles, research reports (usually peer reviewed), manuals, internal publications, abstracts presented and published, abstracts presented but not published, abstracts published but not presented, computer programs and software, videos, interactive videos, educational media, computer-aided instructional materials, tutorials, etc.
Choose a citation style and be consistent throughout a subcategory

RECENT PRESENTATIONS
Subcategorize as appropriate (invited, peer-reviewed), limit to the most recent past 5 or 10 years Provide title, date, location and host institution or organization
Also consider grand rounds, in-service education at a health care facility, and training programs

PATENT APPLICATIONS AND AWARDS
Provide title, date, and patent number and co-authors

CONSULTATION ACTIVITIES
Subcategorize as appropriate, limit to the most recent past 5 or 10 years
A. Definitions for evaluators:
1. Internal evaluators - employed by or affiliated with the college, UTHSC, or UTHSC’s affiliated institutions
2. External evaluators - not employed by or affiliated with UTHSC or UTHSC’s affiliated institutions
3. Note: Some of our larger affiliated institutions are Methodist LeBonheur Healthcare, St. Jude Children’s Research Hospital, Veteran Affairs Medical Center, St. Thomas Healthcare (Nashville), Erlanger (Chattanooga), UT Medical Center (Knoxville). This is not a complete list.

B. General requirements for evaluators:
1. Must be at or above the candidate’s current rank (or equivalent) in the case of tenure review only
2. Must be at or above the rank (or equivalent) to which the candidate aspires to be promoted
3. Should have sufficient expertise to evaluate the candidate’s contributions in their areas of effort: teaching, research/scholarship, service, and, if applicable, clinical care
4. If providing review for tenure, evaluator must hold tenure themselves if offered at their institution or the equivalent if tenure is not offered
5. Should not hold any conflict of interest, as defined in the National Institutes of Health (NIH) definition of conflict of interest
6. Should not be in any professional or personal relationship with the candidate that could reduce objectivity

C. General requirements for external evaluators:
1. Distinguished individual in candidate’s field
2. In a position to provide assessment of candidate’s current and projected contributions to the candidate’s field of scholarship
3. In a position to comment on the significance of the candidate’s current and projected contributions for the discipline

D. Minimum Number of Required Letters:
1. See table
2. Note: College bylaws may specify more than the required number or additional general criteria for identifying potential evaluators
3. Note: Within a department, the number and nature of required letters should be uniformly applied to every faculty member

E. Selection of Evaluators:
1. Candidate and chair separately create a list of names of potential evaluators that is double the minimum number of required letters
2. Candidate may prospectively reject the names of up to three proposed evaluators without cause
3. Where candidate and chair cannot mutually agree on potential evaluators within 5 business days of receiving each other’s lists, the candidate and chair should present their views to the departmental faculty who will then decide the disposition of the issue by anonymous balloting within 5 business days, with the majority vote prevailing
4. Whenever possible, external letters should be sought from:
   a. individuals at UTHSC’s comparable or aspirational peer institutions or
   b. individuals from an outside institution similar to UTHSC (e.g., academic health science center or research-intensive institution)

F. Soliciting Letters of Evaluation:
1. Done by the individual responsible for the process at the collegiate level
2. Normally solicit twice the number of minimum required letters
3. Standard form letter must be used for all candidates within a college
4. Specific materials to be sent to evaluators - see details in 4.11.2.1
5. General information provided to evaluators in the request - see details in 4.11.2.1
6. Letters should be addressed to the individual responsible for the process at the collegiate level
7. Letters may be submitted via postal mail or email
8. All letters solicited and received, even if more than the required minimum number, must be included in the dossier unless the UTHSC Chief Academic Officer approves their removal from the review process
<table>
<thead>
<tr>
<th>ID</th>
<th>Current Rank &amp; Tenure Status</th>
<th>Proposed Promotion &amp; Tenure Status</th>
<th>Rank of Letter Writer</th>
<th>Tenure Status of Letter Writer</th>
<th>Minimum Number of Letters by Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Internal</td>
</tr>
<tr>
<td>A</td>
<td>Instructor, NTT</td>
<td>Assistant Prof., NTT</td>
<td>Assistant Prof., Associate Prof., or Prof.</td>
<td>Any tenure status</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>Instructor, TT</td>
<td>Assistant Prof., T</td>
<td>Assistant Prof., Associate Prof., or Prof.</td>
<td>Tenured</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Instructor, TT</td>
<td>Assistant Prof., TT</td>
<td></td>
<td>Any tenure status</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Assistant Prof., NTT</td>
<td>Associate Prof., NTT</td>
<td>Any tenure status</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Assistant Prof., TT</td>
<td>Associate Prof., T</td>
<td>Associate Prof. or Prof.</td>
<td>Tenured</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>Assistant Prof., TT</td>
<td>Associate Prof., TT</td>
<td>Any tenure status</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>Assistant Prof., T</td>
<td>Associate Prof., T</td>
<td>Tenured</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>Associate Prof., NTT</td>
<td>Prof., NTT</td>
<td>Any tenure status</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>H</td>
<td>Associate Prof., TT</td>
<td>Prof., T</td>
<td>Prof.</td>
<td>Tenured</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>Associate Prof., TT</td>
<td>Prof., TT</td>
<td>Any tenure status</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>J</td>
<td>Associate Prof., T</td>
<td>Prof., T</td>
<td>Tenured</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>K</td>
<td>Volunteer/Affiliate Instructor</td>
<td>Volunteer/Affiliate Assistant Prof.</td>
<td>Assistant Prof., Associate Prof., or Prof.</td>
<td>Any tenure status</td>
<td>3</td>
</tr>
<tr>
<td>L</td>
<td>Volunteer/Affiliate Assistant Prof.</td>
<td>Volunteer/Affiliate Associate Prof.</td>
<td>Associate Prof. or Prof.</td>
<td>Any tenure status</td>
<td>3</td>
</tr>
<tr>
<td>M</td>
<td>Volunteer/Affiliate Associate Prof.</td>
<td>Volunteer/Affiliate Prof.</td>
<td>Prof.</td>
<td>Any tenure status</td>
<td>2</td>
</tr>
</tbody>
</table>

NTT = non-tenure track | TT = tenure-track | T = tenured | Prof. = Professor
<table>
<thead>
<tr>
<th>Year of start date</th>
<th>Total # of years in tenure track appointment</th>
<th>Tenure review date to be indicated on FAA</th>
<th>If tenure is NOT awarded, &quot;work-out&quot; year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
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<td>2012</td>
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<td>2013</td>
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<td>2014</td>
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<tr>
<td>2015</td>
<td></td>
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</tr>
</tbody>
</table>

**Tenure Calculation Aid**

1. Find the year of the start date - in the initial appointment letter and FAA (column 1).
2. Confirm the length of the probationary period (column 2).
3. Find the row that has the correct information for both steps 1 & 2. That row will indicate the tenure review date to be stated on the FAA and appointment letter.

**Calculation Guidelines**

1. Find the year of the start date - in the initial appointment letter and FAA (column 1).
2. Confirm the length of the probationary period (column 2).
3. Find the row that has the correct information for both steps 1 & 2. That row will indicate the tenure review date to be stated on the FAA and appointment letter.

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https://academic.uthsc.edu/facultypromotion_tenure.php
Timeframes for Required Six Year Probationary Period for Tenure

“...the probationary period shall be six years. The faculty member will apply for tenure during the sixth year, and if tenure is not granted, the faculty member will be permitted to serve a seventh year as a terminal year. If a faculty member begins employment after July 1 and before January 1, the remaining term of the faculty member’s initial appointment will count as the first year of the probationary period, so that what is treated as the first year of a faculty member’s probationary period will not be shorter than six months.” pp. 5-6

University of Tennessee Board of Trustees System-wide Policy: BT0006 – Policies Governing Academic Freedom Responsibility and Tenure, Version 7, effective date 3/23/2018

<table>
<thead>
<tr>
<th>Official Date Appointment Begins</th>
<th>Application for Tenure Begins</th>
<th>Decision on Tenure is Made</th>
<th>Workout Year, if tenure is not awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1, 2018 to June 30, 2018</td>
<td>Fall, 2023</td>
<td>June 30, 2024</td>
<td>July 1, 2024 to June 30, 2025</td>
</tr>
<tr>
<td>July 1, 2018 to December 31, 2018</td>
<td>Fall, 2023</td>
<td>June 30, 2024</td>
<td>July 1, 2024 to June 30, 2025</td>
</tr>
<tr>
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<td>June 30, 2025</td>
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</tr>
<tr>
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<td>Fall, 2025</td>
<td>June 30, 2026</td>
<td>July 1, 2026 to June 30, 2027</td>
</tr>
</tbody>
</table>

Requirements for Early Consideration for Tenure Before the Sixth Year of the Probationary Period

“A faculty member may request an early consideration for tenure before the sixth year of his or her probationary period but no sooner than the next regular tenure cycle after completion of the first year of the probationary period.” p. 6

University of Tennessee Board of Trustees System-wide Policy: BT0006 – Policies Governing Academic Freedom Responsibility and Tenure, Version 7, effective date 3/23/2018

<table>
<thead>
<tr>
<th>Official Date Appointment Begins</th>
<th>First Year of Probationary Period</th>
<th>Earliest Date Application for Tenure Can Occur</th>
<th>Decision on Tenure is Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1, 2018 to June 30, 2018</td>
<td>July 1, 2018 to June 30, 2019</td>
<td>Fall, 2019</td>
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