



# **TENURE AND PROMOTION**

  

# **GUIDELINES**

Effective Date: February 2009; as amended October 27, 2017 and May 26, 2022

## **PREAMBLE**

**Lewis Katz School of Medicine at Temple University (LKSOM)** has three major, interrelated missions:

- To provide excellent education for students, residents, fellows and other trainees;
- To engage in research that advances our knowledge in biomedical science and clinical care; and
- To provide state-of-the-art health care.

The Faculty Handbook of Temple University sets forth the guiding policies regarding all aspects of tenure and promotion for LKSOM faculty members. The goal of this document is to expand upon those standards and policies. It will also outline the relevant collegial procedures that govern review of faculty members being considered for tenure and/or promotion.

### **I. General Considerations Regarding Tenure and Promotion**

- Both tenure and promotion shall be based primarily on the quality of teaching and research, with a secondary consideration of service. The future promise of the individual as a scientific contributor to his or her discipline and as an educator will also be considered, along with the long-term structural and academic needs of the Department and the School.
- Within LKSOM, recommendation of a non-tenured tenure-track faculty member for promotion to the rank of either associate or full professor may be made with or without a simultaneous recommendation for tenure.
- The LKSOM Tenure Committee has jurisdiction over simultaneous promotion and tenure recommendations. The LKSOM Appointments and Promotions Committee reviews all recommendations to promote tenured faculty or non-tenure track faculty members who are not under consideration for tenure.
- Promotion of LKSOM non-tenure track faculty members shall be governed by the standards described in detail in the relevant policies, for example, the Clinician Scholar option on the Clinician Educator Track, the Clinician Educator option on the Clinician Educator Track or non-tenure track research or educator faculty. These requirements are considered in some detail below.

The University's affirmative action goals shall be served primarily by adhering strictly to a policy of non-discrimination towards all individuals in hiring, tenure and promotion decisions, on grounds of race, color, gender, sexual orientation, age, religion, national origin, disability, marital status or veteran status.

## **II. Standards for Tenure and the Evaluation Process**

Deliberations on promotion and tenure in the School of Medicine shall be governed by the *Faculty Handbook*, as it may be amended from time to time, (excerpted below) and by the applicable University Guidelines for the President's Review of Tenure and Promotion:

These policies may be viewed in their entirety at [http://www.temple.edu/vpfaculty/Tenure\\_and\\_Promotion/Tenure\\_and\\_Promotion\\_Guidelines.nTAUP.pdf](http://www.temple.edu/vpfaculty/Tenure_and_Promotion/Tenure_and_Promotion_Guidelines.nTAUP.pdf) and [http://policies.temple.edu/getdoc.asp?policy\\_no=02.78.02](http://policies.temple.edu/getdoc.asp?policy_no=02.78.02)

At LKSOM, there is a general expectation of outstanding performance in research and teaching in the evaluation of a faculty member for tenure. Service to the University, the profession, or the scientific community is also valued but receives secondary consideration in tenure decisions.

The members of the Departmental Tenure Committee, the Department Chairperson, the members of the college Tenure Committee and the Dean will use their best judgments in making a recommendation to grant or deny tenure to each candidate being considered for tenure based upon the evidence presented in the candidate's written dossier. The transmittal forms prepared at each step of the tenure process (Departmental Tenure Committee, Departmental Chairperson, School Tenure Committee and Dean) must explain in detail the basis for the recommendation to grant or deny tenure. Copies of the transmittal forms and reports generated at each level of review must be given to the candidate, and the candidate must be given an opportunity to respond, in writing, to any of the statements contained therein. The candidate's written response should be addressed to the individual or the committee generating the transmittal memorandum with a copy sent to the Office of Faculty Affairs for inclusion in the candidate's dossier.

The faculty member who seeks tenure or promotion has the responsibility to meet Temple University's standards and expectations for tenure and promotion, as described in the *Faculty Handbook* and as elaborated in any statements of expectations developed by faculty bodies such as the Faculty Senate or by appropriate academic administrators at the School or the University.

Similarly, it is the responsibility of the faculty member who seeks tenure and/or promotion to assure that all information and documentation that s/he may reasonably be expected to provide in support of the application for tenure is submitted in a timely manner to appropriate faculty committees and administrators as part of his/her candidacy for tenure or promotion.

These expectations do not preclude faculty committees or academic administrators from independently seeking any information or documentation that they may deem useful in the evaluation of a faculty candidate, but it does not obligate them to obtain such information.

Although the candidate has the primary responsibility to ensure that all required documentation has been collected, the Departmental Tenure Committee, the Departmental Chairperson and the LKSOM Tenure Committee will undertake to inform the candidate when the required documentation is not complete.

## **A. Research/Scholarship**

Candidates for tenure and for promotion will have their entire body of scholarship and/or creative achievement considered in the course of a tenure and/or promotion review. In the case of a tenure review, work produced during the probationary period will be emphasized. An officially sanctioned extension of the tenure probationary period may lengthen the six-year period, but scholarship published while the clock is stopped will be included in the consideration of credentials. In the case of a candidate being reviewed for tenure on hire, all work produced prior to his/her arrival at LKSOM may be considered. In all cases, a consistent and continuous record of scholarly production should be evident and the candidate should have established an independent program of externally funded research that is likely to lead to future productivity. Overall, the work should be evaluated in terms of the quality and originality of thought, intellectual and technical rigor, creativity and impact on the candidate's field of research.

Candidates for tenure should demonstrate that they meet the standard for research/scholarship at national research programs in their discipline. Examples of documentation to be evaluated during the review process will include publications in peer reviewed journals; extramural grant funding awarded to the candidate in support of his/her research program; invitations to present at national and international meetings and other indications of external recognition such as service on NIH review panels, invitations to review manuscripts for scientific journals or to serve on editorial boards; contributions to monographs or books; letters of recommendation from individuals recognized for their outstanding research in the candidate's field of interest.

Candidates should always indicate the peer-reviewed status of published work. In evaluating the candidate's publications, review bodies will consider the stature and selectivity of journals in which the candidate has published and the impact a paper has made on the field as evidenced by the number of citations it has received. Journal Impact Factors may be used as a guide in this evaluation process but are not the exclusive measure of a journal's quality, particularly in disciplines that are narrow in focus or are novel and emerging. Where Impact Factors are not available, the stature of a journal can be evaluated by other means such as the rankings of journals by professional organizations. The publications produced by the discipline's professional organization, for example, often carry significant weight within the field. Judgments of external evaluators may also be considered in weighing the significance of the journal. Citations, impact factors and the peer review status of journals can be confirmed through the Web of Science and other sources. Library holdings may be determined by using the RLG Union Catalog or WorldCAT. Assistance with appropriate resources can be obtained from LKSOM's professional librarians.

### **1. External Grant Funding**

The ability of a faculty member to attract extramural grant funds to support his/her research program is an important consideration in an evaluation for tenure. At LKSOM, it is the general expectation that the faculty member will have demonstrated success in attracting grant funding from a federal source prior to tenure review. A successful grant application indicates that a research program is of high quality and also supports the likelihood that the program will attract

the necessary funds to insure its future continuation. In addition, the rigor of the peer review process, the prestige of the grants or fellowships awarded, and the stature of the granting agency may all reflect a faculty member's scholarly standing. Evidence of strong proposals, both funded and those not funded and including reviewers' reports, can be included in a candidate's dossier as evidence of a track record of seeking external funding. Funding obtained from non-federal sources will also weigh positively at the time of tenure review, but the weight given to such funding will be determined by the rigor of the review process, the amount of the funding and the length of the funded period.

## **B. Teaching**

Teaching at LKSOM includes many approaches such as didactic classroom teaching, small sessions, mentoring in the research laboratory, teaching in a clinical setting, etc. In addition, instruction is provided to professional students, graduate students, postdoctoral fellows, residents, and others. In assessing a candidate's teaching, the total range of the individual's teaching experience and the entire contribution to the educational mission of LKSOM should be considered.

Outstanding teachers have in-depth knowledge of their subject and continually incorporate new advances in their fields into their teaching. They care for their students as individuals and make class objectives and deadlines clear, set high standards and hold students to them. They also clearly set expectations for students within the classroom or other educational settings, and they provide extensive and useful feedback to students' work. The quality of a teacher's efforts can be assessed through a personal statement of teaching philosophy, by course materials prepared by the candidate, and by student evaluations. A review of student feedback forms results, where available, should be included in the evaluation, and these can be supplemented by departmental or program evaluations. In addition, peer reviews can be very valuable, especially those that include classroom visits, evaluations of the teaching materials developed by the candidate and a critique of the effectiveness of delivery of information and interaction with students. Innovations in teaching methods or instructional methodology, including technological advances, should be documented and evaluated. Student products and evidence of student learning, including later successes of students, are also helpful in determining the effectiveness of teaching. The overall aim of the evaluation process is to provide as complete a picture of a candidate's teaching as possible, with the goal of assessing intellectual challenge and/or rigor as well as student performance and enthusiasm.

A faculty member's skill as an instructor may also be demonstrated through presentations at professional conferences or symposia or educational sessions for other external groups. External evaluators may be able to comment on the teaching skills of a candidate through their observations of the candidate at professional presentations. In addition, any other indicators of excellence of teaching such as prizes, awards, and other formal recognition of outstanding performance in teaching/instruction should be given substantial weight.

### C. Service

Service is a broad category that covers both internal and external activities. Examples of internal service include but are not limited to the candidate's active involvement on School or University committees, administrative activities such as directing a course, chairing a committee, participating on student supervisory committees, acting in an administrative capacity in the home department, or participation in School or University government. Service to the scientific community is also highly valued and might include acting as a referee or editor for a professional journal, chairing or actively participating on committees of professional or academic societies, or participating on reviewing bodies for federal granting agencies. Public service by members of the faculty to the community, the state, and the nation are likewise valued insofar as these services involve the faculty member's professional knowledge and skills. In addition, consideration should be given to the importance and duration of the service activity and to the impact the service has on the standing of the School and the University.

For faculty members who are clinicians providing medical care to patients, the quality of this care is an important component of their service activities. Evaluation of the quality of such professional practice should be sought by faculty committees and academic administrators in reviewing a faculty member's candidacy for tenure. Service to a clinical profession may include active service on examining or licensing bodies of the profession, participating on grievance or professional practice committees, participating on governmental bodies or advisory commissions, advising governmental agencies or private entities on matters relating to professional practice, publishing practitioner guides or other materials that prescribe professional practice procedures, and similar activities that advance the clinical profession and enhance its contributions to society at large. Where excellence in clinical service results in scholarship such as publication of clinical research studies as abstracts or in journals, presentations at clinical meetings, publication of textbooks or monographs, etc, the sum of these activities will be considered as scholarship and their quality considered under that category.

## III. Standards for Promotion

### A. Tenure track and tenured faculty members

For non-tenured tenure track faculty members or for tenured faculty members at LKSOM, promotion is based primarily on excellence in research or scholarship and in teaching. Performance in various administrative, professional or academic services is also valued and may be included in the evaluation, depending of the level of advancement being considered.

Promotion to Associate Professor or to Professor may be recommended for a non-tenured tenure track faculty member prior to and separate from a consideration for tenure if the individual's performance warrants such a recommendation.

Promotion to **associate professor** is based on the faculty member's continued growth as a researcher/scholar and as a teacher. In research, the establishment of an independent, extramurally funded research program and the publication of peer-reviewed papers are primary in this evaluation. The faculty member's teaching accomplishments should provide evidence that he/she has the ability to reach the level of excellence eventually required for a successful future review for tenure.

Promotion to **professor** is based on research/scholarship and professional achievement beyond that required for the associate professorship. In research/scholarship, the candidate should have achieved a level of national or international recognition in his/her research field. The stature of the candidate as a researcher can be assessed by the quality and impact of publications, by invitations to serve on national or international review panels or to take part in specialized symposia or other research meetings. In their letters, independent referees should also be able to provide evidence of the candidate's standing in his/her research field. The candidate should also continue to be an effective teacher or mentor, either in didactic settings or in the research laboratory. In academic, administrative, and/or professional services, he/she should have contributed markedly to the advancement of the University.

### **B. Non-Tenure-Track Faculty Members**

Non-tenure track faculty at the LKSOM include those on the Clinician Educator Track (both Clinician Scholar and Clinician Educator options), Basic Science Non-Tenure Track Educators, Basic Science Non-Tenure Track Researchers, as well as the Physician Assistant faculty.

#### *Domains of Competence, Elements of Performance*

Four domains of faculty competence have been identified as essential to achieving the mission of the LKSOM: clinical care, education, scholarship, and service. Academic promotion for faculty members is dependent on consistent devotion to and sustained achievement in some combination of these four domains. The precise weight allotted to each of these competencies during consideration for promotion will depend on the track to which a faculty member has been assigned (see "Promotion Criteria According to Faculty Track" below).

The elements of performance to be considered within these four domains are listed in the following table. This list should not be held to be exclusive. It is possible candidates for promotion may present areas of achievement within a specific domain that are not listed but which are consistent with the mission of the LKSOM. Such achievements should be duly considered by the departmental and medical school Appointments and Promotions Committees and given appropriate weight when warranted. Similarly, a single faculty member would not normally be expected to demonstrate significant achievement under all of the elements of performance listed within a domain of competency (except where otherwise noted). However, faculty should be able to exhibit a significant breadth of achievement within those domains that are considered major determinants for their track (see "Promotion Criteria According to Faculty Track" below for major and minor competencies).

<b>Domains of Competence</b>
<p><b>Clinical Care</b></p> <ul style="list-style-type: none"> <li>- Scope and Volume of Practice</li> <li>- Quality of Care</li> <li>- Professionalism: peers, allied professions, support staff</li> <li>- Patient Satisfaction</li> </ul>
<p><b>Education</b></p> <ul style="list-style-type: none"> <li>- Efficacy: Objective Student Performance Measures</li> <li>- Contributions to Teaching: Time, Setting, Effort</li> <li>- Range of Students: medical students, residents, fellows</li> <li>- Mentoring / Tutoring</li> <li>- Teaching Awards</li> <li>- Lecturing to External Groups or at CME Events</li> <li>- Community (patient) Education</li> <li>- Curriculum Development</li> <li>- Formal Training in Educational Theory and Techniques</li> <li>- Educational Leadership Positions</li> </ul>
<p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>- Original Research in Peer Reviewed Journals</li> <li>- Review Articles</li> <li>- Educational Materials</li> <li>- Case Reports</li> <li>- Book Chapters</li> <li>- Editorials</li> <li>- Grant Support</li> <li>- Novel Channels for Durable Dissemination of Information (Web-based, Social Media)</li> </ul>
<p><b>Service</b></p> <ul style="list-style-type: none"> <li>- Departmental, Hospital, or Medical School Committees</li> <li>- Departmental, Hospital, or Medical School Administrative Service</li> <li>- Professional Organization Committees or Officer Roles</li> <li>- Service to Local, State or National Governmental Organizations in a Professional Capacity (ongoing representation or isolated testimony)</li> <li>- Service to Professional Licensing or Examining Organizations</li> <li>- Peer Reviewer or Editorial Board Service</li> <li>- Clinical Service Directorship</li> <li>- Educational Program Directorship</li> <li>- Active Participation in Innovative Institutional Programs</li> </ul>



### Standards for Promotion

Regardless of track, promotion to the rank of Associate Professor requires evidence of **excellence** in the required major competencies, satisfactory performance in the minor competencies, and the demonstration of **developing leadership** capabilities.

Regardless of track, promotion to the rank of Professor requires evidence of **established expertise** in each of the required major competencies as well as a **sustained pattern** of both **leadership** and **innovation** in one or more major competencies. Satisfactory performance must also be demonstrated in one or more of the minor competencies as specified for each individual NTT track described below.

The evidence required to establish a candidate's **excellence, expertise, leadership, and / or innovation** will depend on the context in which the faculty member serves the LKSOM and the responsibilities assigned to them by the Dean and / or Department Chair. In general, objective data should be used where available, and subjective data should be corroborated by the use of multiple independent sources.

### Letters of Reference

Candidates for appointment to the rank of Associate Professor are required to submit a minimum of four letters of reference from professional peers holding academic appointments. The letters of reference should specifically address the candidate's qualifications for promotion as measured against the concepts put forth in these Guidelines. Candidates for appointment to the rank of Professor are required to submit a minimum of six such letters.

Letters of reference should be submitted by those best positioned to assess the candidate against the standards outlined. In most instances a comprehensive assessment will require references by individuals both internal and external to the LKSOM. Letters of reference from peers within the LKSOM but outside of the candidate's department are appropriate when these faculty members are the individuals best able to judge the candidate's **excellence, expertise, leadership** and / or **innovation** in the relevant domains. Letters of reference from peers within the candidate's department are not normally accepted as the departmental perspective of the candidate's performance should be summarized in the recommendation from both the Chair of the Departmental Promotions Committee and the Departmental Chairperson. All letters of reference must be provided by faculty who hold an academic appointment equal to or higher than the potential rank after promotion of the candidate in question.

### External Reviews

In order to maintain objectivity, a minimum of two independent external reviews of the candidate's portfolio will be obtained in cases where 50% or more of a candidate's required letters of reference are provided by peers internal to the LKSOM. The participation of external reviewers will be solicited by the candidate's Chairperson, the individuals selected will hold an academic appointment equal to or higher than the potential rank after promotion of the candidate in question, will practice in substantially the same specialty or field as the candidate, will not

hold any affiliation with the LKSOM, and will be required to attest to the fact that they have no conflicts of interest in the form of current or prior professional or financial ties to the candidate. The external reviewers will be furnished with the candidate's completed portfolio as well as the policies and guidelines of the LKSOM. They will be asked to provide an opinion regarding the candidate's suitability for promotion given their knowledge of the candidate's area of specialty, the candidate's pattern of achievement, and the written standards of the LKSOM. When external reviews are required, the opinions rendered and any description of the basis upon which they are reached will be given special weight by the LKSOM Appointments and Promotions Committee when making final recommendations to the Dean.

### Supporting Testimonials

In addition to the academic letters of reference described above, many non-tenure track faculty will benefit from first-person descriptions of their accomplishments in specific domains. Examples include, but need not be limited to, letters from patients or allied health professionals attesting to professionalism, letters from prior students or learners describing valued mentoring efforts, or narratives from institutional or professional organization leadership outlining the candidate's work in the service of the LKSOM or profession. Such letters may be included in the final portfolio and may be essential to understanding the candidate's overall qualifications for promotion.

### Promotion Criteria According to Faculty Track

#### **1. Faculty on the Clinician Educator Track (CET) – Clinician Educator Option**

For faculty on the CET Clinician Educator Option the minimum standards outlined in the relevant LKSOM guideline will apply.

In addition, the major domains of competence for Clinician Educator Option faculty are clinical care and education. Within these domains candidates for promotion to Associate Professor will be expected to demonstrate **excellence** and **developing leadership** capabilities, while candidates for promotion to Professor will be expected to demonstrate a **sustained pattern** of **expertise, leadership, and innovation**. For promotion to either rank, satisfactory performance must also be demonstrated in service. Satisfactory activity in scholarly work may also be considered but is not required on this option.

Within the domain of clinical care, it is expected that evidence will be presented to support achievement at the appropriate level in all four of the elements of performance listed above.

#### **2. Faculty on the Clinician Educator Track (CET) – Clinician Scholar Option**

For faculty on the CET Clinician Scholar Option the minimum standards outlined in the relevant LKSOM guideline will apply.

In addition, the major domains of competence for Clinician Scholar Option faculty are clinical

care, education and scholarship. Service to LKSOM and the broader medical community is also important. Within these domains candidates for promotion to Associate Professor will be expected to demonstrate **excellence** and **developing leadership** capabilities, while candidates for promotion to Professor will be expected to demonstrate a **sustained pattern of expertise, leadership, and innovation**. For promotion to either rank, excellence in patient care must be demonstrated and excellence in two of the three categories of education, scholarship and service. Satisfactory performance will be accepted in the third category.

Within the domain of clinical care, it is expected that evidence will be presented to support achievement at the appropriate level in all four of the elements of performance listed.

Within the domain of scholarship, the general expectation at the LKSOM is that candidates will have achieved a minimum of two publications in peer-reviewed journals for each year in rank. At the discretion of the Appointments and Promotions Committee this requirement can also be satisfied in part by publication of works that are not peer-reviewed, by presentations at national meetings or symposia, or by some combination of the above. Under these criteria usually two non-peer reviewed publications or presentations are held as equivalent to one peer reviewed publication.

### **3. Faculty on the Basic Science Track - Non-Tenure Track Educator**

For faculty on the Basic Science Track who are Non-Tenure Track Educators the minimum standards outlined in the relevant LKSOM guideline will apply (*a guideline similar to the CET guideline will be posted on the LKSOM website which includes required levels of education and time at rank*).

In addition, the major domain of competence for Non-Tenure Track Educator faculty is education. Within this domain, candidates for promotion to Associate Professor will be expected to demonstrate **excellence** and **developing leadership** capabilities, while candidates for promotion to Professor will be expected to demonstrate a **sustained pattern of expertise, leadership, and innovation**. For promotion to either rank, satisfactory performance must also be demonstrated in either scholarship or service.

### **4. Faculty on the Basic Science Track - Non-Tenure Track Research**

For faculty on the Basic Science Track who are Non-Tenure Track Researchers the minimum standards outlined in the relevant LKSOM guideline will apply (*a guideline similar to the CET guidelines will be posted on the LKSOM website which includes required levels of education and time at rank*).

In addition, the major domain of competence for Non-Tenure Track Research faculty is scholarship. Within this domain, candidates for promotion to Associate Professor will be expected to demonstrate **excellence** and **developing leadership** capabilities, while candidates for promotion to Professor will be expected to demonstrate a **sustained pattern of expertise, leadership, and innovation**.

## **5. Physician Assistant Faculty**

For faculty on the Physician Assistant Track the minimum standards outlined in the relevant LKSOM guideline will apply (*a guideline similar to the CET guideline will be posted on the LKSOM website which includes required levels of education and time at rank*).

In addition, the major domain of competence for Physician Assistant faculty is education. Within this domain, candidates for promotion to Associate Professor will be expected to demonstrate **excellence** and **developing leadership** capabilities, while candidates for promotion to Professor will be expected to demonstrate a **sustained pattern** of **expertise, leadership, and innovation**. For promotion to either rank, satisfactory performance must also be demonstrated in clinical care, scholarship or service depending on the terms of appointment by the Dean.

## **IV. LKSOM Faculty Action Committees**

The Tenure Committee and the Appointments and Promotions Committee are standing committees of the School. Both committees are guided in their deliberations by School and University policies.

**The Tenure Committee** shall consist of:

- four faculty members, two from basic science departments and two from clinical departments, holding tenure, elected by the tenured voting members of the Medical Faculty Senate from nominees proposed by its nominating committee;
- three faculty members, holding tenure, appointed by the dean.

The Tenure Committee will make its recommendations to the Dean's Advisory Committee which will recommend approval or disapproval to the Dean in each case.

The candidate must be informed of the Committee's recommendation, including negative comments or opinions, prior to submission of the Committee's recommendation to the Dean. The candidate may respond to the Committee's recommendation, or to information underlying its recommendation, in writing. In such a case, the candidate's response must be included in the candidate's dossier.

The candidate may ask a faculty member to act as an advocate to address the Committee concerning his/her qualifications and to be present to answer questions from the Committee, or the candidate may elect to address the Committee himself/herself. Neither the faculty advocate nor the candidate himself/herself may be present during any deliberations of the Committee, nor may they vote on the application for tenure.

**The Faculty Appointments and Promotions Committee** shall consist of:

- six faculty members, three from basic science departments and three from clinical departments, elected by the Medical Faculty Senate from nominees proposed by its nominating committee;
- three faculty members appointed by the Dean.

The Faculty Appointments and Promotions Committee will make its recommendations to the Dean's Advisory Committee which will recommend approval or disapproval to the Dean in each case.

Where a faculty member is being simultaneously recommended for promotion and tenure, the Tenure Committee shall be the responsible reviewing body for both recommendations.

#### **V. Confidentiality**

Tenure and promotion files and all their contents, including letters from outside evaluators and the assessments made by faculty committees and academic administrators are considered confidential personnel files. Access to them should be limited to faculty committees and administrators authorized to make recommendations with respect to promotion and tenure.

The faculty candidate may also have access to the contents of his/her promotion and/or tenure file. However, the candidate does not have access to the identity of the outside reviewers. If a candidate requests access to his/her promotion and/or tenure file and seeks to review letters from outside reviewers, the request should be forwarded to the President or his/her designee. After consultation with University Counsel, the letters of outside reviewers will be redacted to protect as fully as possible the identity of those reviewers

#### **VI. Withdrawal from Consideration**

Candidates may request to the Dean or Dean's designee in writing that they be removed from consideration for tenure prior to review by the Board of Trustees.

In mandatory tenure cases, the candidate may request removal from consideration by submitting a letter of resignation; in such cases, a terminal year contract may be granted if the tenure review occurs prior to the seventh year of employment. If the tenure review occurs in the seventh year (excluding any years for which an extension has been granted), the faculty member's current contract shall be terminal.

In non-mandatory tenure cases, the candidate's voluntary removal from consideration shall not render the candidate ineligible for future tenure consideration.