

University of South Florida St Petersburg
GUIDELINES FOR TENURE AND PROMOTION 2016

This document presents the tenure and promotion process guidelines (the Guidelines) for the University of South Florida St. Petersburg (referred to also as “the university” or “USFSP”) The Guidelines are consistent with the Board of Trustees regulations USF10.105 and USF10.106, USF System policy 10.116, and the Collective Bargaining Agreement, and with the intent of furthering the mission of the university. Criteria for tenure and promotion, specifying documented and measurable performance outcomes, must be developed by individual colleges and departments and reviewed every five years.

I. UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG CRITERIA

Tenure and promotion in the professorial ranks will be granted only to persons who demonstrate excellence in scholarly and academic achievement. Performance is evaluated specifically in the areas of teaching/instructional effort and learning, research/creative/scholarly activity, and service. In addition, collegiality and participation as a citizen of the university are integral parts of faculty performance. Careful consideration must be given to the faculty member’s ability and willingness to work cooperatively with the department, college, and/or institution.

The academic units of the university will define criteria for tenure and promotion according to the standards of their respective fields and disciplines, with specific expectations for types and levels of achievement and how they will be measured and documented. Tenure and promotion guidelines at all levels are expected to recognize and value contributions that support USFSP's prevailing strategic priorities. Academic units may specify more stringent standards than those articulated herein but may not specify less stringent standards.

A. Tenure

1. Expectations of tenured faculty.

In order for the USFSP to perform its functions effectively, it is essential that faculty members be free to express new ideas and divergent viewpoints in their teaching and research. In the process of teaching and research, there must be freedom to question and challenge accepted "truths." A university must create an atmosphere that encourages faculty members to develop and share different ideas and divergent views and to make inquiries unbounded by present norms. Tenure contributes significantly to the creation of such an atmosphere.

At the same time, in providing for “annual reappointment until voluntary resignation, retirement, or removal for ‘just cause’ or layoff” (USF System Regulation USF10.105), tenure is not an unconditional guarantee of lifelong employment. The granting of tenure is a privilege that carries enormous responsibility within the academic unit, the college, the university, and broader academic community. This responsibility includes maintenance of the highest academic standards, continued

scholarly productivity, sustained teaching excellence, and ongoing beneficial service carried out in the spirit of collegial citizenship.

2. Evaluation for Tenure

Evaluation for tenure involves three components appropriate to the unit:

- a) teaching or comparable activity (including advising and mentoring);
- b) research/creative/scholarly work; and
- c) service to the university, the profession, and the community.

As a minimum standard for tenure and/or promotion, there must be evidence of strong performance in both teaching/instructional effort and scholarship with outstanding achievement in at least one of these areas. Academic units in which public/professional service receives significant prominence may so recognize service contributions within unit guidelines.

Because the decision projects lifetime performance from the first few years of a faculty member's career, tenure must be awarded only as a result of rigorous assessment over a period of time sufficient to judge the faculty member's documented accomplishments, ability, and probability of sustained future productivity. A judgment must be made that the faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity with potential for high impact on the field or society. Each recommendation for tenure should be accompanied by a statement of the mission, goals and educational needs of the department and college and the importance of the contributions the faculty member has made and is expected to make in the future toward achieving the mission and goals and meeting the educational needs of the unit and the university. Careful consideration must be given to the faculty member's ability and willingness to work cooperatively within the department, college, and/or institution.

a. Teaching.

The first component in the tenure decision process is an evaluation of effectiveness in teaching or comparable activity appropriate for the unit. As discussed in these guidelines, teaching effectiveness is understood to be fundamentally grounded in demonstrable learning outcomes. Each faculty member must present a record of effectiveness in teaching as specified by the relevant academic unit and reflected in field-appropriate learning outcomes. The record of activities leading to tenure and promotion must provide evidence of excellence in teaching. It is therefore vital that substantial and diverse evidence of teaching effectiveness be presented as part of the tenure application.

Effective teaching – i.e., teaching that results in learning for those taught – requires a thorough knowledge of the subject; the ability to communicate that knowledge clearly through media appropriate to the subject, discipline, and the needs of students; and the ability to work with, motivate, and serve as a positive role model for students. Teaching performance is best judged by a

comprehensive review of the teaching dossier, and it is essential that the chair and dean also conduct an appropriate and independent evaluative review.

In addition to course syllabi and student evaluations, a faculty member may present the following kinds of documentation of teaching effectiveness: instructional materials (such as case studies, labs, discussion prompts, group projects), assessment activities and products (such as papers, tests, performances, problem sets), and other material used in connection with courses; new course development, course redesign, and adaptation to new formats and media through incorporation of emerging technologies; professional development activities and efforts at improvement; peer observations and evaluations; student performance on pre- and post-instruction measures; exemplary student work and outcomes; records of advising and mentoring; supervision of teaching and research assistants; thesis direction; and teaching awards. Approaches to teaching and concomitant sources of evidence of teaching effectiveness may vary across fields, units, and faculty members; consequently, variance in faculty member portfolios may also be expected.

Instructional efforts by faculty who do not receive teaching assignments may include products created to facilitate student learning, use of technology to support student learning, records of mentoring and providing support to students, assistance in creating more effective teaching methods/environments, and application of technology to instructional settings.

Evaluation of teaching must take into consideration an academic unit's instructional mission; faculty's assignment of duties within the unit; class size, scope, and sequence within the curriculum; as well as format of delivery and the types of instructional media utilized. Evaluation of teaching effectiveness should consider the wide range of factors that impact student learning and success. Moreover, effective teaching and its impact on learning can take place in a variety of contexts: in classrooms; team teaching; online; in the field; in clinical settings; workshops; panels; through service-learning activities, community engagement and internships; in laboratories; within on- and off-campus communities, in organizations, in education abroad settings, such as field schools, and through mentoring of students, including undergraduate and graduate student research. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the impact of student learning on practice, application, and policy.

b. Research/Creative/Scholarly Work.

Scholarship takes many forms, including independently conducted research and/or creative works and collaboratively generated contributions to the knowledge base, community improvement, or the arts. These activities in various disciplines across the USFSP units range from research (creation and attainment of new knowledge, whether basic or applied) to creation of artistic products. The purpose of research and creative scholarship is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge or production of new creative works and technologies. The record of activities leading to tenure and promotion must provide evidence of excellence in one or more of these forms. In order to attain tenure, a faculty member is expected to have established an original, coherent and meaningful program of research and/or creative

scholarship and to have demonstrated and clearly documented a continuous and progressive record of research and creative scholarship indicative of potential for sustained contribution throughout his or her career.

The peer review process is the best means of judging quality and impact of a faculty member's research and creative scholarship. Evaluation at the unit level should include an assessment of the quality of the faculty member's work and consider discipline-appropriate evidence of the significance of research and creative activity, as well as the faculty member's assignment of duties within unit. A faculty member may present the following kinds of documentation of a significant research program: reviews of books and articles; records of competitive honors and awards, grants, and fellowships; criticism and reviews of creative work; reviews of grant applications; citations of the faculty member's work; evidence of impact on policy and practice; the quality and significance of journals, series, and presses by which the faculty member's work is published or of other venues in which it appears; invited, refereed, or non-refereed status of publications; research awards and acknowledgements; and invitations and commissions. Like teaching portfolios, the kinds of documentation will vary among fields, units, and individuals, and faculty members should not be expected to provide forms of documentation that are not typical in their disciplines. Where appropriate, consideration will be given to external peer recognition, as demonstrated by a record of funded research, and to the demonstrable impact of research through inventions, development and commercialization of intellectual property and technology transfer. Objective peer review of the faculty member's work by scholars/experts external to the university is required. In addition, the faculty member's chair or director and dean must conduct independent evaluative reviews.

It is noted that in some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at local, national and/or international levels. Community-engaged scholarship may be demonstrated by high-profile products such as reports to local, national, or international agencies and formal presentations, or by other products as designated by the unit, as well as by peer review. For collaborative and coauthored scholarship, the evaluation should include consideration of the faculty member's role and contribution to the work consistent with disciplinary and/or interdisciplinary scholarly practice. The body of work of a faculty member for tenure must be judged against the appropriate standards within the area of research and creative scholarship, balancing the significance and quality of the contribution with the quantity of publications and other scholarly products. Recommendations for tenure should present a clear and compelling case for the merit of an application in the context of the kind of scholarship in which the faculty member's work has been conducted, leading to high confidence in the faculty member's prospects for continuing and meaningful contributions.

c. Service.

The third component to be evaluated includes the categories of service to the university, the professional field or discipline, and engagement with the community. To achieve tenure, faculty

members must have made substantive contributions in one or more of these areas. Evaluation of administrative and other professional services to the university, including service on the USFSP Faculty Senate and Councils, should go beyond a simple enumeration to include an evaluation of the extent and quality of the services rendered. Public service may include work for professional organizations and local, state, federal or international agencies and institutions. It must relate to the basic mission of the university and capitalize on the faculty member's special professional expertise. The normal service activities associated with good citizenship are not usually evaluated as part of the tenure and promotion process. Because of the diverse missions of different units and variations in the extent and character of their interaction with external groups, general standards of public and professional service will vary across units. Evaluation of service will include an examination of the nature and degree of engagement within the university and in the local, regional, national and global communities.

Service as such is differentiated from engagement with communities and external organizations that is undertaken in support of teaching or of research/creative/scholarly work, the latter generally termed community-engaged scholarship. As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, and/or global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." Any of the three categories of faculty activity could entail community engagement, and any could in some way "address critical societal issues and contribute to the public good." But community engagement that is undertaken by faculty to "enhance curriculum, teaching and learning and prepare educated, engaged citizens" may be included and evaluated as part of teaching, and community engagement undertaken to "enrich scholarship, research, and creative activity" may be included and evaluated as part of a research/creative/scholarly faculty assignment.

http://classifications.carnegiefoundation.org/descriptions/community_engagement.php

B. Promotion

1. Evaluation for promotion.

This section applies to ranked faculty, whether tenured or non-tenured. As in the case of tenure, the judgment of readiness for promotion to higher academic rank is based upon a careful evaluation of a faculty member's contributions in teaching (or comparable activity appropriate to the unit), research/creative/scholarly work, and service. The sections pertinent to evaluation of these factors for the tenure decision apply as well to promotion. The evaluation refers to written department- and college-level criteria for promotion that have been made available to faculty members. Promotion also requires collegiality and participation as a productive citizen of the university, as this is an integral part of faculty performance, and this area is also evaluated with reference to written criteria.

General standards for consideration of appointment to the ranks of Assistant Professor or Assistant University Librarian, Associate Professor or Associate University Librarian, and Professor or University Librarian (or their equivalents) are as follows. In each category, a faculty member's

achievements are evaluated in relation to criteria specified by the unit for the rank sought as well as the faculty member's assignment of duties within the unit.

a. Assistant Professor or Assistant University Librarian

- i. Promise of continued growth in teaching, librarianship, and other comparable activities appropriate for the unit.
- ii. Promise of independent and/or collaborative research/creative/scholarly work supported by publications or other appropriate evidence.
- iii. Promise of substantive contributions in the area of service and citizenship to the university, profession and/or public.
- iv. The doctorate or the highest degree appropriate to the field (or, where appropriate, the equivalent based on professional experience consistent with accreditation standards).

b. Associate Professor or Associate University Librarian

- i. A record of excellence in teaching, librarianship, and other comparable activities appropriate for the unit, including a record of such activities as participation on thesis and/or dissertation committees and successful direction of the work of master's and doctoral candidates, where applicable.
- ii. A record of excellence in independent and/or collaborative research/creative/scholarly work, supported by substantial, high impact and sustained publications in their field or their equivalent. Categories, criteria, and types of evidence for research/creative/scholarly work may vary across colleges and departments. Thus, original or creative work of a professional nature may be considered as equivalent to publications. Evaluation of applied research should consider potential or actual impact on policies and practices. The record should be sufficient to predict, with a high degree of confidence, continuing productivity in research/creative/scholarly work throughout the individual's career, as defined in the individual's field.
- iii. A record of substantive contribution of service to the university, profession and/or public.
- iv. For faculty on tenure-track appointments, advancement to the Associate level is made simultaneously with granting of tenure.

c. Professor or University Librarian

- i. A record of excellence in teaching, librarianship, and other comparable activities appropriate for the unit, including, where applicable, a record of participation on thesis and/or dissertation committees and as major professor for undergraduate research/theses and/or master's and doctoral candidates.

- ii. A record of excellence in research/creative/scholarly work of at least national visibility, of demonstrated quality supported by a record of substantial publications or their equivalent. Categories, criteria, and types of evidence for research/creative/scholarly work may vary across colleges and departments. Thus, original or creative work may be considered as equivalent to publications. Evaluation of applied research should consider potential or actual impact on policies and practices. The record should predict continuing high productivity in research/creative/scholarly work throughout the individual's career, as defined in the individual's field.
- iii. A record of substantial contribution of service to the university and to the field, profession, or community as appropriate to the mission and goals of the department, college and/or university. Expectations about the level of meaningful service contributions for faculty member's promotion to professor are significantly higher than those for attaining the Associate rank.
- iv. Compelling evidence of significant achievement among peers in one's discipline or professional field at the national or international level. Any recommendation for promotion to the rank of Professor or University Librarian must contain evidence that such distinction has been identified.

d. Instructor

- i. Faculty members who are non-tenure earning who hold the rank of Instructor at USFSP may seek promotion to the rank of Instructor II and Instructor III. Promotion is based on specified criteria appropriate to the unit (e.g. with varying emphasis on research, teaching, practice, or performance) and the faculty member's assigned duties.

ii. Instructor

Promise of continued growth in areas specified by the unit through assigned duties.

iii. Instructor II

A record of excellence in areas specified by the unit through assigned duties.

iv. Instructor III

A continued record of excellence in areas specified by the unit through assigned duties.

- v. An Instructor may apply for promotion to the next level after four complete years at the current level when there is clear evidence that he or she has fully met the applicable criteria and has received endorsement for both department/program and college levels. For truly exceptional performance, the Instructor can apply for promotion prior to the four years. All committees examining the Instructor's application should be advised of the university's expectations for a favorable early decision.

2. Alternative promotional pathways

Subject to higher-level administrative approval, individual units may establish alternative faculty pathways that are not tenure-earning but that allow for promotion through faculty ranks based on specified criteria appropriate to the unit (e.g. with varying emphasis on research, teaching, practice or performance) and the faculty member's assignment of duties. Faculty on these pathways are expected to contribute within any or all of these areas in the ways and distribution of emphasis as specified by the unit.

II. ACCURACY OF INFORMATION PROVIDED BY FACULTY MEMBER FOR TENURE OR PROMOTION

Faculty members may not purposely present material that is misleading or deceptive.

III. TIMING

A. Probationary period

An employee shall normally be considered for tenure during the final year of probationary time established in the written guidelines of the employee's college. No college shall establish a probationary period less than six (6) years or longer than eight (8) years. Extensions of the probationary period beyond six years (6) years will be by means of a vote as established by the College governance document. No non-tenured or non-tenure earning employee should be able to vote on the time limit. The employee must have been in continuous service in a tenure-earning position including any prior service credit granted at the time of initial employment. The tenure clock may be stopped for medical or related reasons for up to one (1) year upon the request of the employee and the recommendation of the supervisor and dean/director and upon approval of the appropriate administrator. An employee's written request for early tenure consideration is subject to the University's written agreement. (From the 2016-2019 University of South Florida/United Faculty of Florida, Collective Bargaining Agreement, p. 33.)

B. Timing of applications

Following an initial period in rank, normally at least two years, a faculty member may apply for tenure earlier than the last year of the probationary period or, for promotion, earlier than the normal point in the post-tenure period, when there is clear evidence that he or she has fully met the applicable criteria and has received endorsement at both department and college levels. Truly exceptional performance should be required for a favorable early decision. Further, external reviewers should be advised of the university's expectations for a favorable early decision. As a general guideline a faculty member normally would not apply for promotion to rank of Professor without five years of service at the rank of Associate Professor.

C. Exceptions to the standard probationary period

Ordinarily, a faculty member in a tenure-earning position will either be awarded tenure at the end of the probationary period or be given one-year notice that further employment will not be offered. However, exceptions to the tenure clock may be considered, such as medical exigencies or parental situations covered by FMLA or ADA legislation or other extenuating circumstances approved by the university or as specified in the collective bargaining agreement. A tenure-earning faculty member under such circumstances may request an extension of his or her probationary period. The request must be made in writing and must be approved by the chair of the department, dean, and Regional Vice Chancellor of Academic Affairs. Ordinarily, extensions of more than two years beyond the college's designated probationary period will not be permitted.

D. Tenure upon initial appointment

In rare circumstances, tenure may be awarded upon initial appointment. In determining such an award, the guiding principle will be to follow department and college procedures in an expedited process that will not inordinately delay hiring decisions. Specifically, there must be review of tenure eligibility at all levels with a recommendation forwarded to the Regional Vice Chancellor of Academic Affairs. Approval must be obtained from the Regional Vice Chancellor of Academic Affairs prior to making an offer that includes tenure without a probationary period. In support of recommendations for tenure upon initial appointment, the Regional Vice Chancellor of Academic Affairs will receive the following information:

- Written statement(s) of review of tenure eligibility at all levels (dean, chair, department faculty); rigorous reviews must occur prior to a request to Regional Vice Chancellor of Academic Affairs to make such an offer;
- Faculty member's vita;
- Official starting date for the position, a draft of the letter of offer, which has explicit mention of the tenure offer, pending Board of Trustees approval;
- Compelling statement on the unique achievements of the faculty member that support the basis for tenure.

Upon approval the University President will forward the tenure recommendation to the Board of Trustees for approval at the earliest meeting at which tenure upon appointment is considered.

Persons being considered for administrative appointments accompanied by academic appointments with tenure will interview with the academic unit in which tenure would be considered; and the appropriate dean, the appropriate faculty bodies, and administrators will make recommendations on tenure to the Regional Vice Chancellor of Academic Affairs.

IV. REVIEWS

A. Review of progress toward tenure

It is the responsibility of the department chair or other appropriate administrator and department peer committee, where constituted, to include a progress toward tenure review as part of the annual evaluation for all faculty in the probationary period for tenure. A more rigorous and extensive pre-tenure review will be conducted at the approximate mid-point of the probationary period. The review will refer to written department- and college-level criteria for tenure that have been made available to faculty members. The mid-point review will be conducted by the department's or appropriate unit's tenure and promotion (or appointment, promotion, and tenure) committee, the department chairperson or other appropriate administrator, the college tenure and promotion committee, and the college dean. A summary review of progress toward tenure will be forwarded to the Regional Vice Chancellor of Academic Affairs.

All mid-point reviews shall address the performance of annual assignments including teaching, research/creative/scholarly activity, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should critically assess overall performance and contributions in light of mid-point expectations. The mid-point review will be based on documentation of performance, including: a current vita, annual evaluations; student/peer evaluation of teaching, selected examples of teaching materials, products of research/scholarship/creative activity, service commitments and accomplishments, and a brief self-evaluation by the faculty member.

The mid-point review is intended to be informative and encouraging to faculty who are making solid progress toward tenure; instructional to faculty who may need to improve in selected areas of performance; or, where progress is significantly lacking and apparently unlikely, bluntly cautionary about the potential for dismissal.

B. Review of progress toward promotion

The annual performance review for a faculty member holding a rank below that of full Professor or University Librarian will normally include an evaluation of progress toward promotion. At approximately the mid-point of the typical interval between appointment to the Associate Professor or Associate Librarian level and promotion to full Professor or University Librarian for faculty in the unit, faculty members will ordinarily be given a more comprehensive review of progress toward promotion, to include participation by the relevant tenure and promotion committees. A review at this stage is intended to be informative: to be encouraging to faculty who are making solid progress toward promotion, and instructional to faculty who may need to improve in selected areas of performance.

C. External letters for tenure and promotion applications

The department chair or appropriate unit administrator ordinarily will include in the tenure and promotion packet a minimum of three letters (but not exceeding six) from external reviewers who are recognized experts in the individual's field or a related scholarly field inside or outside of academe; academics selected among these individuals will hold tenured positions at aspirational or peer institutions. The faculty member and the department chair or appropriate unit administrator will suggest external reviewers. The department Tenure and Promotion Committee may also suggest external reviewers. These reviewers should have no significant relationship to the faculty member (e.g., major professor or co-author), unless there are mitigating circumstances that would indicate otherwise (e.g., to review scholarship so specialized that few expert reviewers exist). The chair or appropriate administrator and the faculty member will jointly select the reviewers. In the event of disagreement, each party will select one-half the number of qualified reviewers to be utilized. A faculty member may also submit a list of reviewers who are not acceptable for professional reasons. The content of all solicited letters that are received from external reviewers should be in the faculty member's file prior to the final recommendations by the department or appropriate unit Tenure and Promotion Committee.

IV. COMMITTEES

A. Number & type of committees

At the department level, full-time faculty will determine the role of the department review committee in developing recommendations for tenure and promotion. Procedures will be specified in department and college governance documents.

The number and types of review prior to submission to the Regional Vice Chancellor of Academic Affairs will be similar throughout the university and should occur at the following levels or their equivalent: department review committee, department faculty, chair, college review committee, dean.

B. Tenure and promotion committee membership

When establishing Tenure and Promotion Committees, departments, schools, and colleges, whenever possible and practical, should adhere to the following criteria:

1. Membership on committees is limited to faculty who have been appointed within the unit for at least two years;
2. Committees considering faculty members for promotion to Professor will comprise individuals holding the rank of Professor. If the unit lacks a sufficient number (a minimum of three faculty members at the rank of Professor), the department chair, director and/or dean may appoint one or more qualified Professors from other units within the USF system;
3. Only those members who have received tenure at USFSP will be eligible to review and make recommendations on tenure applications;

4. Non-tenure-track faculty may serve on committees evaluating applications of non-tenure-track faculty at lower ranks;
5. Review of applications from faculty with joint appointments should reflect appropriate participation by the units to which faculty have been appointed. Thus, chairs/deans from secondary units should have proportional input on review and recommendations, and committees reviewing applications from faculty with joint appointments should have equitable representation from respective units based on the distribution of assignment;
6. Chairs, directors and deans should neither vote nor participate on any tenure and promotion committee; this exclusion applies to assistant or associate chairs, directors, or deans when they participate in the tenure and promotion process in support of, or as delegated by, chairs, directors or deans;
7. Terms of committee members should be staggered and ordinarily should not exceed three years;
8. Turnover of committee membership should be encouraged through restrictions on consecutive terms, if feasible;
9. Individuals serving on more than one advisory committee (e.g., department or college) will vote at the department or college level from their home unit and cannot vote on faculty members' tenure and/or promotion at other committee levels;
10. All members of tenure and promotion committees are expected to review the application files prior to discussion or voting. Procedures to ensure participation by all committee members (or, as needed, alternates) in the process are established and followed at all levels of review. Following a vote by secret ballot, the ballots are counted immediately in the presence of committee members and the tally is recorded. Written narratives from majority and dissenting minorities, if any, may be included with the record.