

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;
- c) service to the University, the profession, and the community.

In addition, collegiality and participation as a citizen of the University are integral parts of faculty performance. 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 candidate 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 university. Careful consideration must be given to the candidate's ability and willingness to work cooperatively within the department, college, and/or campus.

a. Teaching. The first component in the tenure decision process is an evaluation of effectiveness in teaching or comparable activity appropriate for the unit.

and concomitant sources of evidence of teaching effectiveness may vary across fields, units, and candidates; consequently, variance in candidate portfolios may also be expected.

Evaluation of teaching must take into consideration ~~D Q D F D G H I J K L M N O P Q R S T U V W X Y Z~~ an instructor's assignment of duties within 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

required. In addition, the candidate'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 the 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 interdisciplinary scholarly practice. The body of work of a candidate 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

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 research/creative/scholarly faculty assignment.

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 candidate'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 candidates. 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, Associate Professor, and Professor (or their equivalents) are as follows , Q HDFK FDWHJRU\ D FDQ
 achievements are evaluated in relation to criteria specified by the unit for the rank sought as well DV WKH FDQGLGDWH¶V DFWLYLW\ JPHQW RI GXWLHV ZLWKLQ

a. Assistant Professor (or Assistant University Librarian)

- i. Promise of continued growth as a teacher, or in comparable activity 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 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 or other comparable activity 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 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 GHB ¶äjr ¾äÊë JR P` HY @ EH

- ‡ Written statement(s) of review of tenure eligibility at all levels (dean, chair, department faculty); rigorous reviews must occur prior to a request to the Provost or Senior Vice President for USF Health to make such an offer;
- ‡ Candidate's vita;
- ‡ Official starting date for the position,

B. Review of progress toward promotion

The annual performance review for a faculty member holding a rank below that of full Professor will normally

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 candidates for promotion to Professor will comprise individuals holding the rank of Professor. If the unit lacks a sufficient number, the department chair, director and/or dean may appoint one or more qualified Professors from other units;
3. Only those members who have received tenure at the University of South Florida 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, school, or college) should vote at the department/school level on candidates from their home unit but not on these candidates 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.

C. Executive Advisory Committees

In consultation with deans and the Faculty Senate, the Provost and Senior Vice President for USF Health will each appoint an Executive Tenure and Promotion Advisory Committee to

provide selective review and consultation in preparation of their recommendations to be made to the President. These committees will not constitute an additional level of review but will function only as advisory within the existing review process at the vice-presidential level. The committees will comprise a broadly representative group of full Professors with acknowledged distinction. Terms, scope, and internal working procedures will be determined collaboratively among the committees and the appointing vice presidents.