

Recommended Revisions to Excerpted Text
From

Principles for Creating Criteria and Standards for Promotion & Tenure
(Provost's Office – Rev. April 2015, pages 2 and 3 of 21)

2. PRINCIPLES FOR TENURE & PROMOTION UNIT CRITERIA AND STANDARDS

A. Instruction

In order to be recommended for tenure or promotion, candidates must show that they are effective in and committed to the university's goal of quality instruction.

The activities included under the rubric of instruction include all of those endeavors by which a faculty member contributes to the learning and intellectual growth of the student. The faculty member's performance in regularly scheduled classes must be evaluated using both student and peer assessments of the courses. Instructional development activities such as pursuing professional development of teaching activities and developing new courses or new approaches to existing courses must also be expected, especially for more experienced faculty members. Work with students outside of regularly scheduled courses is also important in evaluating instruction; this category of activity includes mentoring graduate students in thesis or dissertation preparation as well as working with undergraduate students in directed independent study, internships, or other formats appropriate to the discipline. **Curricular activities that connect students and faculty with community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning are included as are curricular activities that actively engage undergraduates in the process of research and inquiry through projects/assignments centered on a question or unstructured problem for which no clear answer exists.** Serving as an academic advisor for students at all levels may also be an important responsibility for faculty and, if it is, the successful performance of this role is also expected.

B. Research, Scholarship and Other Creative Activity

University faculty typically are assigned to conduct research, be involved in scholarly work, or be actively engaged in other creative activity appropriate to their fields. The

form of this activity will vary considerably across disciplines. In most disciplines, however, it will include the development of new insights or results appropriate to the field, and the presentation of those insights or results for peer evaluation by others in the discipline. **Community-engaged research (CER), the collaborative process between the researcher and a community partner with the goal of contributing to the discipline and strengthening the well-being of the community, is also included. Supervising an inquiry or investigation conducted by an undergraduate that makes an original intellectual, technical, or creative contribution to the discipline, practice, or applied research, where the student uses discipline-appropriate data to address a research question/problem for which no clear answer exists is included.** Supplemental data, such as journal acceptance rates, impact ratings, and citations, should be included in unit guidelines if important to the discipline. Where appropriate, accomplishments such as the award of external research support, authorship of the reviews of the research of others, or organization of seminars and colloquia can serve as indicators of approbation. In the arts especially, performances and exhibitions are normal methods of presenting one's work for evaluation by appropriate audiences, and those activities should be reviewed by appropriate peers. The more detailed criteria of each unit will describe the normal methods by which the relevant discipline or disciplines recognize excellence or competence. In regard to multidisciplinary/collaborative work, unit criteria need to address its importance to the discipline, although the portfolio needs to clearly specify individual contributions in such projects. What is critical is the demonstration that the individual is an active and creative participant in the growth of the knowledge in his or her field.

C. Service

The weighting of service in promotion and tenure decisions will vary significantly across candidates. Because most untenured faculty have a modest service assignment, service generally is not a major component of the tenure decision. Nevertheless, the candidate for tenure must demonstrate a commitment and ability to contribute to the university, college, and department/school through participation in collegial decision-making and service as well as demonstrated willingness to abide by university rules and the outcomes of collegial decisions. In some colleges, criteria for tenure may also specify

the demonstration of willingness and ability to contribute to the community (including, for example, the public schools) or the discipline.

In promotion decisions, the weighting of service will vary. In most cases, Assistant Professors will have a modest service assignment. Expectations for institutional and other service generally will increase with rank, with Associate Professors expected to do more service work than Assistant Professors. The application of one's professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community may be considered as criteria for tenure and/or promotion. Service activities in support of undergraduate research and inquiry efforts that involve the application of professional expertise and are aligned with the institution's strategic plan may be considered as criteria for tenure and/or promotion.

Reviewed and endorsed by:

UFS Community Engagement Committee (UFS CE-C)

Undergraduate Research Curriculum Committee (URCC).

UFS Promotion and Tenure Committee

University Provost Office