

**USF College of Education  
Department of Leadership, Policy and Lifelong Learning**

**Tenure and Promotion Guidelines**

The Department of Leadership, Policy and Lifelong (LPLL) Learning provides advanced graduate study at the master's, educational specialist and doctoral levels to prepare professionals who demonstrate transformative, critical leadership in scholarship, research, service and professional development. We prepare our graduates to promote global awareness, diversity, equity and well-being in various education organizations and agencies.

LPLL is a multi-campus department; we recognize the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university. The evaluation of faculty for tenure and promotion is an important professional responsibility. The evaluation process should address both individual and institutional goals; reflect the complexity of faculty work; recognize faculty members' unique contributions to the department, college and university; foster career development; and take place in a spirit of collegueship and responsible citizenship.

These departmental guidelines for tenure and promotion are aligned with the University of South Florida Guidelines for Tenure and Promotion (effective July 1, 2020), the College of Education Tenure and Promotion Guidelines (2020), and the USF-UFF Collective Bargaining Agreement.

**A. Department Tenure and Promotion Procedures**

**1. Department Tenured Faculty Vote on Tenure and Promotion Applications**

- a. Department tenured faculty may vote on tenure and promotion applications.
- b. Tenure and promotion committee members and the Department Chair are ineligible to participate in the department tenured faculty vote.
- c. Only tenured Full Professors may vote on candidates seeking promotion to Full Professor.
- d. Department tenured faculty should review candidate applications prior to the

- c. Discussion of tenure and promotion candidates among members of the tenure and promotion committee should be limited to formally scheduled meetings and limited to content contained within materials.
- d. If a tenure and promotion committee member perceives that there is any reason he or she is not able to objectively participate in tenure and promotion proceedings relative to a specific candidate, that committee member should recuse him/herself from the process for that specific candidate and abstain from the discussion and voting. In that case, the tenure and promotion committee for that candidate will be composed of the remaining members.
- e. After members of the tenure and promotion committee deliberate, they will write their recommendations and vote if necessary. In the absence of consensus, they may write a majority and minority report.
- f. If a faculty member is serving on the department Tenure and Promotion Committee and also on the College Tenure and Promotion Committee, the faculty member can only vote once on an application and should vote at the department level. In the discussion of applications at the College level, the committee member can participate in the discussions for faculty outside of the department. The committee member may respond to questions from other committee members regarding a department application but cannot contribute to any discussion of the department application.
- g. The committee will provide a narrative statement for each candidate and submit this statement to the Department Chair in accordance with College policies. If there are dissenting views among the committee regarding the candidate, the committee may provide both a majority and minority report to the Department Chair.
- h. The Chair of the committee will submit the narrative recommendations into the FIS system and enter the vote of the eligible department tenured faculty.

### **3. Department Chair Evaluation of Tenure and Promotion Applications**

- a. The Department Chair should independently review and evaluate each candidate materials prior to reading the report of the Department Tenure and Promotion Committee.
- b. After the independent review, the Department Chair will take into account the narrative in developing his/her evaluation report.
- c. The Department Chair will submit his/her evaluation report into the FIS system and enter the recommendation for tenure and promotion.

**NOTE:** Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses to a College Dean completing and forwarding a recommendation to the (USF Consolidation Handbook, Volume 2, p. 20).

## **B. Tenure (USF Tenure & Promotion Guidelines, 2020, p. 1-5)**

**1. Expectations of Tenured Faculty** (USF Tenure & Promotion Guidelines, 2020, p. 1)

In order for the University to perform its functions effectively, it is essential that faculty members are 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, (USF System Regulation USF 10.105), tenure is not an unconditional guarantee of lifelong employment. The granting of tenure is a privilege that carries enormous responsibility within the academic unit (ordinarily referred to as

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 the university. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department [especially when a department spans multiple campuses] ability and willingness to





impact of research through inventions, development and commercialization of intellectual property, and technology transfer, including, but not limited to, disclosures, patents and licenses.

University is required. In addition, or director al to the

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.

The College of Education Tenure and Promotion Guidelines (2020, p. 6) state that service at the program and department/unit levels (e.g., participation with respect to program improvement, accreditation, and department committees) is an expectation of all faculty within the COEDU. 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. Notably, some important service activities (e.g., mentoring colleagues and/or students for interpersonal, cultural, psychosocial issues; joining an additional committee to ensure diversity of committee membership) should be recognized as both time-consuming and critical in creating a more inclusive institutional community (e.g., Cobb-Roberts et al., 2017). Additionally, committee representation and mentoring loads are often heavier for faculty of color and other minoritized groups, due to their underrepresentation in higher education (Stanley, 2006).

Service to the community is differentiated from engagement with communities and external organizations that is undertaken in support of teaching (community-engaged instruction) or of research/creative/scholarly work (community-engagement scholarship). The College of Education Tenure and Promotion Guidelines (2020, p. 6) further indicates that community-engaged service may include faculty collaboration with professionals in their discipline (such as inservice teachers, school mental health professionals, school as of expertise. Such forms of service to local professionals may yield multiple benefits to the university including potential recruitment of students, funding streams, and initiation of partnerships for subsequent research and teaching purposes.

## **C. Promotion (USF Tenure & Promotion Guidelines, 2020, pp. 5-7)**

### **1. Evaluation for Promotion (USF Tenure & Promotion Guidelines, 2020, p. 5)**

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 and student learning (or comparable expectations appropriate to the department/unit appointment), 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 participation as a productive citizen of the University, as this is an integral part of faculty performance and is also evaluated with reference to written criteria.



General standards for consideration of appointment to the ranks of Associate Professor, and Professor (or their equivalents) follow  
evaluated in relation to criteria specified by the unit for the rank sought as well as the duties within the unit.

- a. Appointment to Assistant Professor** (USF Tenure & Promotion Guidelines, 2020, p. 5)
- i. Promise of continued growth and excellence in teaching, or in comparable activities appropriate for the department/unit.
  - ii. Promise of excellence in

Refereed articles in sponsored journals of scholarly associations, preferably at national and/or international levels;  
Book-length monographs with non-predatory academic publishers;  
Book series published by non-predatory academic publishers;  
Book chapters published by non-predatory academic publishers;  
Refereed research-based presentations at the local, state, regional, national, and international level; and/or  
Refereed and invited presentations (e.g., papers, workshops, poster sessions, symposia, keynote addresses, etc.).

The record should be sufficient to predict, with a high degree of confidence, continuing productivity in research/creative/scholarly work throughout the



The College of Education has a six-

an award, the guiding principle will be to follow department and college procedures in an expedited process that will not inordinately delay hiring decis

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..

**F. Review of Progress toward Promotion (USF Tenure & Promotion Guidelines, 2020, p. 9)**

The annual performance review for a faculty member holding a rank below that of Full Professor should

The candidate and the department chair will suggest external reviewers, and either may identify individuals on the list of reviewers who should be disqualified for professional reasons. The list of potential reviewers is then sent for review and feedback to the Associate Dean for Faculty Affairs and the College Dean. The chair and the candidate then jointly select the reviewers from the list approved by the Associate Dean and College Dean. In the event of disagreement, each party will select one-half the number of qualified reviewers to be utilized.

The content of all solicited letters that are received from external reviewers should be in the candidate's file prior to the final recommendations by the Department Tenure and Promotion Committee.

#### **H. Department Tenure and Promotion Committee (USF Tenure & Promotion Guidelines, 2020, p. 10)**

The tenure review process includes review by a departmental committee, the department chair, the College Tenure and Promotion Committee and the College Dean. In the  
must take into consideration the  
In tenure and  
h the department  
committee, Department Chair, through a school committee/Director (where appropriate), and college committee, to the Regional Chancellor (with support from the regional vice chancellor, or associate vice chancellor, for academic affairs), then to the College Dean for recommendation to the Prov USF Consolidation Handbook, Volume 2, p. 20).

Each member of the Department Tenure and Promotion Committee is responsible for reading the materials provided by each candidate in a timely fashion and being prepared to discuss the materials in relation to department guidelines. Each candidate must be considered independently for his or her own merits, not relative to other candidates being reviewed by the committee. Members of the Department Tenure and Promotion Committee are also responsible for keeping candidate materials and discussions about evaluations of candidates confidential.

#### **References**

- Aruguete, M. S., Slater, J., & Mwaikinda, S. R. (2017). The student evaluations. *The Journal of Negro Education*, 86(4), 494-502.
- Cobb-Roberts, D., Esnard, T., Unterreiner, A., Agosto, V., Karanxha, Z., Beck, M., & Wu, K. (2017). Race, gender and mentoring in higher education. In D..In TJ3(ei)toa

