

Standards for Tenure and Promotion to Associate Professor

The granting of tenure ensures the academic freedom that is essential to the search for truth and attainment of excellence which are central to the University's mission to provide an excellent education within a creative community where learning and values meet, and to foster in students the qualities that will prepare them to reach their full potential as informed citizens of local communities and the world and to meet lifelong intellectual, ethical, and career challenges. In recognizing a candidate's potential long-term value to the institution, the granting of tenure is one of the most important personnel decisions made by the University. Tenure will be granted to faculty members whose potential for effective, long-term performance and achievement in serving the University's mission and whose demonstrated professional conduct and high personal and professional integrity warrant the institution's reciprocal long-term commitment.

For candidates hired at the rank of Assistant Professor, tenure and promotion to the rank of Associate Professor will be awarded simultaneously. Tenure and promotion to Associate Professor will be granted only to those candidates who meet or exceed the standards specified below.

For candidates applying for tenure and promotion to Associate Professor, the divisional articulation of standards for scholarship and creative activity that were in effect at time of initial appointment should be included and should accompany the portfolio at all stages of evaluation.

For candidates hired at the rank of Associate Professor or Professor, any alternate timetable for tenure must be specified in writing in the initial letter of appointment (refer to relevant sections of the policies and procedures).

Teaching/Librarianship

Because Stetson University considers itself to be an institution centered on powerful student engagement and learning, teaching/librarianship effectiveness is considered an essential element for tenure and promotion to Associate Professor. The effective teacher will inspire and challenge students realizing significant disciplinary and liberal learning. The effective librarian will acquire, organize, and disseminate the appropriate resources required to support the teaching and learning mission of the University, and will provide effective research assistance and research methods instruction for those resources. Candidates must provide evidence of effective teaching/librarianship and demonstrate the likelihood of continued effectiveness throughout his/her Stetson career.

Standards for teaching/librarianship effectiveness

- **Command of Subject Matter:** Across the University, command of subject matter is considered essential. The candidate must demonstrate competency in his/her discipline, must be able to integrate scholarship into the classroom (for teaching faculty), and must maintain currency in the chosen field.
- **Organization:** The candidate must demonstrate that he/she has an organized plan for each course, has clearly defined learning outcomes/objectives and appropriate assessment mechanisms, and clearly communicates expectations to students. The librarian candidate must demonstrate the ability to organize and disseminate physical and electronic information resources effectively.

- **Rigor:** The candidate must demonstrate high standards of teaching as applied to course design, implementation, student evaluation, and assessment of student learning outcomes. The candidate must ensure sufficiently challenging course content. The librarian candidate must demonstrate that all appropriate professional standards are met in the development of physical and electronic collections that serve the curricular needs of the University. In addition, the librarian candidate must demonstrate high standards of research assistance, research methods instruction, the dissemination of information, and the development of the information fluency of students.
- **Evolution:** The candidate must demonstrate growth as a teacher, achieving a sustained record of teaching effectiveness. The candidate is expected to develop and master a repertoire of teaching techniques that facilitate effective student learning, and is also expected to address and improve techniques that are not as successful. The candidate will be expected to develop new courses and/or enrich existing courses as the discipline evolves. The librarian candidate must demonstrate growth as a librarian. The librarian candidate is expected to maintain current professional standards for collection development, research assistance, and research methods instruction, and must demonstrate the use of evolving technology to organize and disseminate information effectively.
- **Engagement:** The candidate must be an involved teacher both in the classroom and beyond, encouraging the intellectual engagement and development of each student. As teacher/scholars, the candidate must involve students in scholarly and/or creative activities and/or participate in teaching-related student activities. Effective advising, mentoring, and availability to students as well as timely and quality feedback to students are important components of teaching engagement and effectiveness. The librarian candidate is expected to be informed of the current curriculum in order to meet the evolving information needs of the University community, and to stay involved in professional development to ensure competency in advancements in resources, research and instruction techniques, and technology.

Evidence of teaching/librarianship effectiveness

Multiple forms of evidence must be provided to support and evaluate teaching effectiveness. The candidate may provide any evidence that demonstrates the standards for teaching/librarianship effectiveness have been met. Letters from current students may not be provided as evidence.

The following evidence is required of all candidates:

- Quantitative reports and all written student comments from student evaluations of teaching effectiveness (required for candidates with teaching responsibilities) for all courses taught during the pre-tenure period at Stetson University
- FARs
- Department Chair's and Dean's responses to FARs
- Pre-tenure reviews (maintained by the Dean and added to the portfolio when it is forwarded to the College/School Promotion & Tenure Committee)
 - Department Chair's summary letter and recommendations
 - Response from the candidate, if applicable
 - Dean's recommendations and response from the candidate, if applicable

- Written and signed peer observation reports by tenured departmental colleagues (required for candidates with teaching responsibilities).
- Syllabi from all courses taught during the pre-tenure period at Stetson University
- Classroom observations of teaching by tenured departmental colleagues and, if applicable, members of ad hoc committee at pre-tenure reviews (required for candidates with teaching responsibilities)

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Unit or divisional comparative reports of teaching evaluations from the Office of Institutional Research
- External non-confidential letters from non-Stetson faculty and professionals who have observed the candidate's teaching and engagement with students and can provide professional comment on teaching and learning effectiveness
- Documentation of scholarly/creative activities with students, including resulting publications, conference papers, and other outcomes
- Study of curricular, mentoring, and pedagogical issues, sharing the information with others (e.g., presentations, documents, publications), and applying results to curriculum revision, pedagogy innovations, and/or advising and mentoring.
- Professional development activities to enhance teaching effectiveness
- New course development
- Significant course revisions/redesigns
- Engagement in student learning outcomes assessment (at program, departmental, College/School, and/or University level) and incorporating findings in curriculum revision
- Contributions to the General Education Program and liberal learning
- Contributions to University curricular development, interdisciplinary programs, and/or collaborative learning projects
- Evidence of innovative use of technology that enhances teaching effectiveness
- Evidence of innovative use of engaged pedagogies and high-impact learning practices
- Teaching-related awards
- Teaching-related grants / grant proposals (e.g., curriculum development, teaching innovation)
- Documentation of alumni/ae success related to their Stetson University experience
- Documentation of effective advising/mentoring

Scholarly and Creative Activities

Because of its vital role in keeping faculty members abreast of new trends and ideas, and in establishing and maintaining the University's national reputation, active engagement in scholarship and/or creative activities that support the University's mission of excellence in teaching and learning is essential for

achieving tenure and promotion to Associate Professor. Stetson University recognizes all forms of scholarship that meet the standards described below and adhere to the tenets of the candidate's discipline. For tenure and promotion to the Associate level, the candidate must demonstrate that she/he is actively and consistently contributing to the discipline, is producing high quality work, and is highly likely to continue doing so.

Standards for effectiveness in scholarly and creative activities

- **Rigor:** To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.
- **Engagement:** The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.
- **Evolution:** Scholarly and creative activities must reflect the incorporation of current practices within the discipline and demonstrate that the candidate is developing his or her own line of scholarship since arriving at Stetson.
- **Consistency:** The candidate must demonstrate commitment to the discipline by providing evidence of continued participation in scholarly or creative activities. Though quality of scholarship and creative activity is more significant than quantity, candidates for tenure and promotion must demonstrate an involvement in *ongoing* scholarly and/or creative work and the ability to complete and communicate high quality work. Generally speaking, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year. However, it is recognized that there are sometimes legitimate reasons for periods of inactivity with regards to scholarly or creative activities. These should be explained in the narrative. It is possible, for instance, to stop the tenure clock for a year under Stetson's parental leave policy. In such cases, there is no expectation that faculty will present an extra year's scholarship or creative activity.

Evidence of effectiveness in scholarly and creative activities

The form of scholarship varies by discipline and those who react to scholarly/creative activities critically will also vary. Thus, the candidate may provide any evidence that demonstrates that the standards for effectiveness in scholarly and creative activities have been met. In order to be considered, scholarly and/or creative activities must be primarily completed since the time of initial employment at Stetson. Works in progress (*e.g.*, under review, under contract, submitted for publication) will not be considered as publications but may be provided as evidence of ongoing scholarly and/or creative activities. The candidate should be mindful that evaluators may not be familiar with terminology, professional associations, journals, acronyms, certifications, and other language of a particular field. Thus, providing evaluators an understanding of one's professional competence and achievements is critical. The candidate must describe his or her specific contribution to any co-authored work.

Candidates are strongly encouraged to consult the relevant disciplinary articulation of the university standards for scholarship, which will be posted on the Academic Affairs website. While an academic unit may articulate a minimum level of scholarly or creative production using numbers, no specific number of scholarly or creative products is, in itself, a guarantee of tenure and promotion. Scholarly and creative products are also evaluated for quality, and candidates must meet standards in the areas of teaching (or librarianship) and service as well.

The following evidence is required of all candidates:

- FARs
- Responses to FARs
- Pre-tenure reviews (maintained by the Dean and added to the portfolio when it is forwarded to the College/School Promotion & Tenure Committee)
 - Chair's summary letter and recommendations
 - Responses from the candidate, if applicable
 - Dean's recommendations and responses from the candidate, if applicable
- External peer reviewed publications, exhibitions, shows, or performances. Include annotations that describe publication/scholarly outlets and individual contributions to collaborative work
Conference presentations/participation

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications). Include annotations that describe publication outlets and individual contributions to collaborative work
- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications) with student co-authors. Include annotations that describe publication outlets and individual contributions to collaborative work
- Conference presentations/participation with student co-authors
- Performances, exhibitions, shows and productions
- Grants/Grant proposals
- Scholarly/professional service to one's discipline (e.g., reviewing/refereeing grant applications or journal articles)
- Awards for scholarship/creative activity

Service

Service is expected of all faculty members at the University and includes a broad range of activities supplemental to teaching and research. Through active participation in service, faculty members share in the essential work of maintaining and enhancing the teaching and research mission of the institution.

While participation in University life is expected, new faculty members must achieve a balance between service to the University, teaching expectations, and developing a scholarly and/or creative program.

Thus, service contributions for newly hired faculty should ideally involve a period of moderate and willing participation mainly at the departmental level followed by limited opportunities to participate in endeavors with a broader scope.

Standards for Service

- **Campus Engagement:** The candidate must willingly and effectively participate in service activities. Service responsibilities should be limited initially and should, after a reasonable period, evolve into activities that support the Departmental/School/College/Library/University mission to a greater extent.
- **Civic Engagement:** While not required, community service contributions included as evidence for tenure and promotion should bear a relationship to the candidate's field of expertise and the mission of the University. Civic engagement that is noted in portfolios should be integrated with teaching and scholarship.

Evidence for Service

The candidate may provide any evidence that demonstrates that service has been performed and has been effective.

The following evidence is required of all candidates:

- FARs
- Pre-tenure reviews (maintained by the Dean and added to the portfolio when it is forwarded to the College/School Promotion & Tenure Committee)
 - Chair's summary letter and recommendations
 - Responses from the candidate, if applicable
 - Dean's recommendations and responses from the candidate, if applicable

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Committee chair evaluations of committee work
- Committee reports
- Letters from faculty or professionals external to Stetson University who have interacted with the candidate in the context of professional service and who can comment on the effectiveness of the candidate's service involvement/provision.

Standards for Promotion to Professor

Promotion to Professor is the highest distinction the University can bestow on an individual and is not earned solely by time in rank. Although candidates may apply for promotion during the sixth year of service at the Associate level, candidates are encouraged to apply only after they can demonstrate that every standard has been met or exceeded. Candidates may seek promotion to Professor with less than six years of time in rank only if an alternative timetable was specified in writing in the initial letter of appointment.

Teaching/Librarianship

Excellence in teaching/librarianship is considered an essential element for promotion to Professor. The

successful candidate for promotion will demonstrate not only substantial accomplishments in teaching since the award of promotion to Associate, but that his/her teaching has matured and expertise in pedagogy has developed. The effective teacher will inspire and challenge students, realizing significant disciplinary and liberal learning. The effective librarian will demonstrate that he/she has mastered the skills to acquire, organize, and disseminate the appropriate resources required to support the teaching mission of the University, and that he/she provides effective research assistance and research methods instruction for those resources. Candidates must provide evidence of continued effective teaching/librarianship as evidenced by multiple sources of documentation since promotion to Associate Professor.

Standards for teaching/librarianship effectiveness

The candidate is required to demonstrate continued **Command of Subject Matter, Organization, Rigor, and Engagement** as outlined as standards for tenure and promotion to Associate Professor. In addition, promotion to Professor requires the following demonstrated standards:

- **Maturity:** The candidate must demonstrate a level of expertise in his/her teaching that is informed by years of teaching experience and growth as a teacher/scholar. The candidate must demonstrate a consistent level of teaching effectiveness enhanced by improved and innovative teaching techniques and currency in his/her discipline. The librarian candidate must demonstrate a level of maturity and expertise in his/her position that is informed by years of experience and growth as a librarian. The librarian candidate must demonstrate a consistent level of effectiveness enhanced by improved and innovative use of evolving professional standards and technology.
- **Impact:** The candidate must demonstrate that his/her classroom teaching and engagement in the teaching process has had a positive effect on students and junior colleagues. Direct evidence of learning outcomes including alumni success is especially encouraged. The librarian candidate must demonstrate that his/her expertise has had a positive effect on the development of the library and its utility to users, as well as a positive effect on junior colleagues.

Evidence of teaching/librarianship effectiveness

Multiple forms of evidence must be provided to support and evaluate teaching effectiveness. The candidate may provide any evidence that demonstrates the standards for teaching/librarianship effectiveness have been met (letters from current students may not be provided as evidence). In most cases, evidence should be provided for the time period since the last promotion. Evidence that demonstrates particular achievements over the entire Stetson career, however, may also be presented.

The following evidence is required of all candidates:

- Quantitative reports and all written student comments from student evaluations of teaching effectiveness (required for candidates with teaching responsibilities) for all courses taught since promotion to Associate Professor
- FARs
- Department Chair's and Dean's responses to FARs
- Written and signed peer observation reports by tenured departmental colleagues (required for candidates with teaching responsibilities)
- Syllabi from all courses taught since promotion to Associate Professor

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Unit or divisional comparative reports of teaching evaluations from the Office of Institutional Research
- External non-confidential letters from non-Stetson faculty and professionals who have observed the candidate's teaching and engagement with students and can provide professional comment on teaching and learning effectiveness
- Documentation of scholarly/creative activities with students, including resulting publications, conference papers, and other outcomes
- Study of curricular, mentoring, and pedagogical issues, sharing the information with others (e.g., presentations, documents, publications), and applying results to curriculum revision, pedagogy innovations, and/or advising and mentoring.
- Professional development activities to enhance teaching effectiveness
- New course development
- Engagement in student learning outcomes assessment (at program, departmental, College/School, and/or University level) and incorporating findings in curriculum revision
- Documentation of student success and direct evidence of learning outcomes facilitated by the candidate: GEAC guidelines, senior exit interviews, self-administered assessment, alumni/ae success, etc.
- Contributions to the General Education Program and liberal learning
- Contributions to University curricular development, interdisciplinary programs, and/or collaborative learning projects
- Significant course revisions/redesigns
- Evidence of innovative use of technology that enhances teaching effectiveness
- Evidence of innovative use of engaged pedagogies and high-impact learning practices
- Teaching-related awards
- Teaching-related grants / grant proposals (e.g., curriculum development, teaching innovation)
- Documentation of mentoring junior faculty

Scholarly and Creative Activities

Standards for excellence in scholarly and creative activities

The candidate is required to demonstrate continued **Rigor and Engagement** as outlined in the standards for tenure and promotion to Associate Professor. In addition, promotion to Professor requires the following demonstrated standards:

- **Maturity:** The candidate must demonstrate intellectual growth in scholarly and creative activities since tenure/promotion to Associate Professor and over time.
- **Development of expertise:** Scholarly and creative activities must have sufficient focus that

demonstrates that the candidate has distinguished herself/himself by becoming an expert in some aspect(s) of her/his field and making meaningful contributions to the field.

- **Recognition:** The candidate must demonstrate that her/his contributions to the discipline have been acknowledged as significant by peers/peer review and/or prestigious organizations.
- **Consistency:** While it is recognized that there are often legitimate reasons for periods of inactivity with regards to scholarly or creative activities, the ability to meet other standards (*e.g.*, maturity and development of expertise) requires consistent scholarly or creative output. Thus, significant gaps in productivity should be addressed in the narrative, and the candidate must demonstrate that she/he has a lifetime record of scholarly or creative achievement that is highly likely to continue. Thus, sufficient time must elapse following periods of inactivity to demonstrate a solid resumption of activity that is highly likely to continue beyond promotion.

Evidence of excellence in scholarly and creative activities

The candidate may provide any evidence that demonstrates that the standards for excellence in scholarly and creative activities have been met. While scholarly activity and accomplishment that has been completed since tenure/promotion to Associate Professor should be emphasized, the candidate may include evidence of longer-term accomplishment that effectively shows the scholarly rigor, engagement, development of expertise, consistency, maturity, and recognition required for achievement of promotion to Professor – *e.g.*, long-term projects begun before promotion to Associate Professor and completed since then. The candidate should be mindful that evaluators may not be familiar with terminology, professional associations, journals, acronyms, certifications, and other language of a particular field. Thus, providing evaluators an understanding of one's professional competence and achievements is critical. The candidate must describe his or her specific contribution to any co-authored work.

Candidates are strongly encouraged to consult the relevant disciplinary articulation of the university standards for scholarship, which will be posted on the Academic Affairs website. While an academic unit may articulate a minimum level of scholarly or creative production using numbers, no specific amount of scholarly or creative products is, in itself, a guarantee of tenure and promotion. Scholarly and creative products are also evaluated for quality, and candidates must meet standards in the areas of teaching (or librarianship) and leadership as well. The following evidence is required of all candidates:

- FARs
- Responses to FARs
- External peer reviewed publications, exhibitions, shows, or performances. Include annotations that describe publication/scholarly outlets and individual contributions to collaborative work.
- Conference presentations/participation
- Letter(s) from external reviewer(s) that are not to be shared with the candidate, as per the process defined in Section I (confidential letter to be included in the candidate portfolio by the Department Chair after the candidate submits the portfolio).

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications). Include annotations that describe publication outlets and

individual contributions to collaborative work

- Peer reviewed publications (books, journal articles, textbooks, essays, poems, book reviews, accepted/in press publications) with student co-authors. Include annotations that describe publication outlets and individual contributions to collaborative work
- Conference presentations/participation with student co-authors
- Performances, exhibitions, shows and productions
- Grants/grant proposals
- Awards for scholarship/creative activity
- Fellowships
- Invitations to conferences based on expertise
- Invitations to publish/present/preside/exhibit/consult based on expertise
- Scholarly/professional service in one's discipline (e.g., as reader, editor, editorial committee member, grant reviewer/evaluator)
- Mentoring successful students and alumni

Leadership

Standards for Leadership

The candidate is required to demonstrate continued **Campus Engagement** as outlined in the standards for tenure and promotion to Associate Professor. In addition to continuing to meet standards of service necessary for tenure and promotion to Associate Professor, the candidate for promotion to Professor must also demonstrate leadership. Leadership will be demonstrated by increasing engagement at the School/College/Library and University level, impact across the University, and maturity.

- **Engagement:** The candidate must demonstrate that the breadth of service contributions has expanded from that expected of an Assistant Professor to broader areas of focus, importance, and effectiveness across the University.
- **Impact:** The candidate must demonstrate significant participation in service activities that have a positive effect on University life.
- **Maturity:** The candidate must demonstrate the ability to complete complex service tasks successfully, to communicate across disciplines, and to work with faculty and administrators effectively.

Evidence of Effective Leadership

The candidate may provide any evidence that demonstrates that effective leadership has been performed.

The following evidence is required of all candidates:

- Chair evaluations of committee work
- FARs
- Departmental chair evaluations

The following evidence is optional. However, the list is neither completely inclusive nor exclusive, and the School/Library/Division may list additional items of evidence and/or assign some evidence more weight than others.

- Committee reports
- Letters from:
 - Colleagues
 - Administrators
 - Committee members
 - Faculty or professionals external to Stetson University who have interacted with the candidate in the context of professional service and who can comment on the effectiveness of the candidate's service involvement/provision
- Leadership in scholarly/professional organization
- Service-learning and other community-engaged learning
- Administrative service (e.g., Department Chair/program director)
- Documentation of successful student recruitment/advising
- Letters from alumni/ae that describe mentoring
- Documentation of continuing education for professional certifications/licensure
- Mentoring junior faculty