

Appendix 1: College of Liberal Arts and Sciences Clarifications of University of Florida Criteria for Promotion and Tenure (Effective 2022-2023)

Consistent with the university's criteria, the College of Liberal Arts and Sciences recognizes that the granting of promotion and tenure is based on a faculty member's performance of duties and responsibilities in the three broad categories of research, teaching, and service.

Successful candidates for tenure and/or promotion must demonstrate distinction in the performance of their assigned duties. **Distinction is defined by the College of Liberal Arts and Sciences as an excellent and sustained record commensurate with the academic standards of top-tier research universities.** The determination of whether a candidate has achieved distinction in any category of activity is based on information that includes, but is not limited to, productivity, innovation, creativity, and contributions to student education, the unit(s), the college, the university, and the profession.

General guidelines for identifying distinction in research, teaching, and service:

RESEARCH. Identification of distinction in research and scholarship is based on a faculty member's accomplishments as documented in the dossier and on the internal and external evaluation of that record in the context of expectations for research productivity and quality at top-tier research universities. There must be evidence of a significant and creative body of work in the candidate's field of research that is commensurate with the faculty rank and/or tenure status to which the candidate aspires. In addition, there must be evidence of continuing intellectual growth, innovation, and productivity. The expectations and assessment of research productivity and quality vary by discipline, as specified by individual units' published clarifications.

TEACHING. Distinction in teaching is demonstrated through evidence of a sustained and successful commitment to excellence in instruction, mentoring, and other instructional activities as documented in the dossier through the teaching statement, student teaching evaluations, faculty peer evaluations, instructional materials, and other pertinent information.

SERVICE. Distinction in service is demonstrated through evidence in the dossier of significant service contributions to the needs of the unit, college, university, profession, and other constituencies, as appropriate for the faculty member's discipline, assignments, and rank.

Specific clarifications pertaining to promotion for tenure-track and non-tenure-track faculty members:

FOR TENURE-TRACK FACULTY MEMBERS, promotion requires distinction in two of the three categories of research, teaching, and service.

For promotion from assistant professor to associate professor, distinction must be achieved in research and teaching. For research, there should be evidence of an emerging national reputation for significant contributions to the candidate's scholarly field. A candidate who shows distinction in research and teaching is also expected to make a positive, sustained contribution to the unit, college, university, and profession through service, as appropriate for the current rank and service assignments.

For promotion from associate professor to professor, distinction is normally required in the areas of research and teaching. In the category of research, an established national and international reputation and sustained high impact scholarship are required. In the category of teaching, there should be evidence of achievements beyond those required for the lower rank as specified in individual units' published clarifications. A candidate who shows distinction in research and teaching is also expected to make a positive, sustained contribution to the unit, college, university, and profession through service.

FOR NON-TENURE-TRACK FACULTY MEMBERS, promotion to the rank of Senior Lecturer, Clinical Associate Professor, Associate Scientist, Associate In, and analogous titles requires distinction in two of the three categories of research, teaching, and service. However, when a faculty member's assignment is exclusively in one category, distinction must be demonstrated in this category alone. In all cases, distinction should be in the categories that most accurately reflect assigned duties with due consideration of proportional effort.

For promotion to a rank of Master Lecturer, Clinical Professor, Scientist, Senior Associate In, or analogous titles, distinction of a higher order than that required for the lower rank must be demonstrated in terms of quantity and quality of achievements and an institutional and/or national impact. The types of achievements and activities that might satisfy this requirement vary by discipline, as specified by individual units' published clarifications.

University Criteria

The University's criteria for granting tenure, promotion, or permanent status shall be relevant to the faculty member's assignment and to their performance of the duties and responsibilities expected of a member of the university community. These criteria recognize three broad categories of academic engagement:

- (A) Teaching – Instruction, including in person classroom teaching, online/distance/executive/continuing education/laboratory/field/ clinical/performance instruction, direction of theses and dissertations, and extension education programs.
- (B) Research – Research or other scholarship and creative activities. Reminder: All tenure track faculty must have a minimum of 10 percent of their time assigned to research.
- (C) Service – Public and professional.

Each faculty member shall be given assignments that provide equitable opportunities, in relation to other faculty members in the same department, to meet the required criteria for promotion, tenure, and permanent status. Extension contributions in academic service may be inclusive of the three broad categories described above.

In most cases, tenure and promotion require “distinction” in at least two areas, teaching and research, unless the faculty member has an assignment that primarily reflects other responsibilities, such as the Cooperative Extension Service or a clinical assignment. Merit should be regarded more important than variety of activity. “Distinction” is defined by the University and clarified by each college and department in terms tailored to the college and department disciplines consistent with University standards.

Appendix 2: Department of Biology of University of Florida Criteria for Promotion and Tenure (Effective 2023-2024)

Department of Biology: Tenure and Promotion Guidelines and Procedures

GOALS

1. The Department of Biology is dedicated to creating a community of scholars whose members are, and are recognized to be, leaders in their specialty areas of research. We expect our colleagues to make contributions that advance the fields of scholarship in which they work.
2. The Department is dedicated to demonstrated and recognized teaching excellence and student mentoring both at graduate and undergraduate levels.
3. The Department is dedicated to service in support of its mission and its role within the college, university, and broader science community. We expect our colleagues to participate actively in service that enhances our departmental and institutional missions.

The granting of tenure and promotion represents a prediction of future performance, as well as recognition of past achievement. Tenure and promotion will be recommended by the Department if the candidate shows strong promise of a continuing record of scholarly excellence, strong teaching performance, and serious service contributions.

DOMAINS OF EVALUATION

A favorable decision on tenure and promotion requires strong evidence of contributions, impact, and recognition in: (1) research/scholarship; (2) teaching/mentoring; and (3) service. Excellence in the three domains must be demonstrated by a distinguished body of work, not by quantity alone. With due consideration of faculty assignments, outstanding performance in one of the three domains does not necessarily compensate for weakness in the others.

Research/Scholarship

For a person to be promoted from Assistant Professor to Associate Professor, it is expected that published work will provide evidence that the faculty member is already becoming a recognized scholar with a national reputation in his/her area(s) of specialization, with clear indications of promise to become a leading scholar in the years ahead. In addition to showing evidence of scholarship and research productivity, the candidate should also have secured extramural funding or at least have attempted to do so.

Promotions of “Assistants In,” “Associates In,” “Scientists”, and “Lecturers” are based on those components of the criteria for tenure track faculty that pertain to their particular assignments.

To be promoted from Associate Professor to Full Professor a faculty member must demonstrate his/her standing as an important, internationally recognized, and influential scholar in his/her areas of specialization.

Although work accomplished prior to an appointment at UF is evidence of productive scholarly activity, in most cases it is expected that any candidate seeking tenure or promotion will demonstrate similar scholarly productivity and promise at the University of Florida.

Indicators regarding the quality and impact of the candidate’s scholarly work can derive from a range of possible sources. The faculty member’s published work represents the first order of evidence about scholarly contributions. Excellence in research is manifested by the quality of the research program, its scientific soundness, its creativity, the outlets in which it is published, and the impact of the work on the

field. Quantity must be interpreted in the context of the nature and scope of the work, recognizing variations as a result of the nature of the research topic, the research designs, and the areas of specialization.

External letters of evaluation by leading, independent scholars in the field, help to place this body of work within its disciplinary context, and provide important indicators of the scope and impact of the candidate's scholarly contributions and recognition within the field. Another type of external evaluation is evidence of competitive research grants applied for and/or awarded, but this evidence should be evaluated within the context of the necessity of such grants to maintaining a high quality program of research in the candidate's area. Other sorts of evidence of scholarly impact, the importance of which may also differ across areas, include: conference presentations; invited presentations; appointments to editorial boards; the election to offices in professional societies; and, the receipt of scholarly awards and honors or citations in major reviews and books. These sources of information, together with others, provide indicators of current scholarly standing and future scholarly promise.

Teaching/Mentoring

The second domain of evaluation is teaching and mentoring. Both the quality and impact of teaching and mentoring, at graduate and undergraduate levels, are important considerations. It is expected that faculty will participate in the graduate program by serving on graduate student supervisory committees and, when appropriate, serving as primary research mentor for graduate students. Beyond this, a wide range of indicators may serve as sources of information in relation to a candidate's teaching and mentoring contributions. These may include, but are not limited to: advising of undergraduate research students; the quality of classroom teaching (as reflected in syllabi, examinations, other course materials, peer evaluations, and student course evaluations, among others); participation in training grants (e.g., IGERT, SPICE, etc.); contributions to the educational programs of the department (e.g., the development of new courses or course materials); efforts to improve teaching; and, teaching-related publications, workshops given, and instructional grants. The extent to which the candidate has demonstrated a sustained commitment to teaching and to fulfilling the teaching needs and missions of the Department is also an important consideration.

Evidence for the impact of teaching and mentoring can include a wide range of factors. The demonstrated accomplishments of students, as reflected in graduation and employment, or accomplishments, awards, honors or recognitions received, may serve as a source of information in this regard. Any evidence of student learning, accomplishment, or recognition provides potential information regarding the candidate's teaching/mentoring impact, as do any recognitions received by the candidate for his or her teaching or mentoring contributions within, or outside, the context of the university.

Service

The third domain of evaluation is service. Both the quality and quantity of service is considered in relation to the department, college, and university, as well as the professional and local communities. We expect active participation in service that is essential to the successful operation of the department within its institutional context and its mission. Candidates for tenure and promotion to Associate Professor are expected to make contributions primarily at the departmental level and to show evidence of developing contributions at other levels. Candidates for promotion to Professor are expected to show evidence of substantial service contributions not only at the departmental level, but also at broader institutional and professional levels. In evaluating service, a range of factors are considered that include, but are not limited to: participation in department, college, and university committees; editorships of professional books or journals; reviewing for publications and granting agencies; offices in professional organizations; tenure review for other institutions; and, other activities related to biology within the broader professional, disciplinary, or community contexts that support the departmental and institutional missions.

Department of Biology: Lecturer Promotion Criteria

Promotion in the Lecturer ranks is based on distinguished professional activities in the areas of

teaching and other activities (e.g., service or program development) if those activities are assigned. Candidates must exhibit “distinction” in their duty areas. “Distinction” is defined as an excellent and sustained record of accomplishment. Distinction in teaching is evident in the evaluation of teaching through in-class student evaluations, contributions to the Department and University curriculum, peer evaluations, and recognition of teaching. Distinction in program development is evident in contributions to teaching materials (e.g., development of laboratory activities) and contributing to improvements in pedagogy. Service to the Department and University includes membership on advisory committees related to institutional operations as well as membership on student research committees, which provide mentoring and guidance to graduate and undergraduate students. Lecturers that engage in additional activities (e.g., research) that provide benefits to the Department, College, and University will receive additional consideration, with their distinction in those areas being judged in light of their assigned activities.

Promotion from Lecturer to Senior Lecturer is analogous to promotion from Assistant to Associate Professor and promotion to Master Lecturer is analogous to promotion to Full Professor but without expectation of tenure or national stature as a scholar.

For promotion to Senior Lecturer there must be evidence of consistent meritorious achievements in teaching, advising, and in other assigned administrative or service activities. Student evaluations of teaching should be superior. In addition, the evaluation will consider such items as strong peer reviews of one's teaching, one's importance to, and role in improving, the unit's instructional or academic program of course development (or in other areas of assignment), and use of innovative techniques or technologies.

For promotion to Master Lecturer, in addition to the above, there should be evidence of superior achievements in teaching (or in other areas of assigned duties), development of innovative techniques or technology, nominations or receipt of teaching awards, grants, or other forms of recognition for achievements.