

1. The tenured School of Information faculty recommend a departmental tenure and promotion committee (T/P Committee) composed of at least 3 tenured faculty members. The recommended T/P Committee must be approved by the Director.
 - a. The Director works with the candidate in developing a list of potential external reviewers and in submitting this for approval to the College Dean's Office.
 - b. The T/P Committee is responsible for reviewing the candidate's package and submits a narrative describing their review and recommendation

3. The Director will perform an independent analysis of the candidate's package and make a recommendation supporting or opposing promotion.
 4. The recommendation of the Promotion Committee, along with the recommendation of the Director, accompanied by a clear, substantive summary of reasons for both positive and negative votes, will be forwarded to the College for School-level review. A copy of the Department's criteria for promotion to Professor should be included.
-
1. Required materials:
 - a. Tenure/Promotion application,
 - b. Curriculum Vitae,
 - c. Narratives
 - i. A research narrative outlining the applicant's research area and activities;
 - ii. A teaching narrative outlining teaching activities and pedagogy;
 - iii. A service narrative;
 - d. Annual evaluations from FAIR/Archivum;
 - e. List of research outputs (published and accepted articles, research grants submitted, research grants won, other publications and research outputs);
 - f. Table of courses taught and student course evaluations, and a spreadsheet, prepared by the Academic Services Administrator, or other staff member,

- iii. Evidence of curriculum design: new course creation, significant course modification, moving a course from classroom to online instruction, etc.
 - iv. Student written evaluations (a faculty member may supplement this section by adding any information pertinent to the review of student evaluations)
 - v. Other communications from students related to courses and/or outcomes
 - vi. Exemplary student work and outcomes.
 - vii. Peer evaluations of teaching.
 - viii. Documentation of attendance at workshops or other training to enhance teaching effectiveness, course design, or other pedagogic factors.
 - ix. Documentation of students advised and/or thesis/dissertation committee membership/leadership.
 - x. Documentation of teaching awards.
- c. Service
- i. Evidence of professional/public service activities, including minutes, any products from the committee's work, etc.
 - ii. Awards or honors given for service contributions.
 - iii. Any supporting evidence of excellence in service engagement and activities at all levels.

Evaluation for tenure involves three components appropriate to the unit:

- Research/creative/scholarly work;
- Teaching or comparable activity (including advising and mentoring);
- Service to the University, the profession, and the community

General standards for recommending tenure are a record of excellence in research/creative/scholarly work, a record of excellence in teaching or other comparable activity, and a record of substantive contribution of service to the University, profession and/or public. Expectations for what constitutes excellence in each of research/scholarly work, teaching, and service are detailed individually below.

A. Research

Candidates for tenure and promotion in the School of Information are expected to demonstrate excellence in research that shows their independence as researchers and maintaining an active program of scholarship. Candidates for promotion to Professor are expected to maintain an active program of scholarship following tenure. Excellence in research must demonstrate both quality and quantity.

The normal expectation of candidates for tenure is an average of at least two research/scholarship outputs per year, with at least half of these being in high quality outlets. The expectation for promotion to Professor is an international reputation and continued scholarly output production averaging two outputs per year, with at least half of these appearing in high quality outlets.

The School of Information recognizes that a candidate can contribute to the University's research mission through multiple forms of scholarship, including¹:

1. High Impact Forms of Scholarship
 - a. External grants and contracts awarded
 - b. Articles in peer-reviewed academic or professional journals
 - c. Academic books, chapters in peer-reviewed books, monographs
 - d. Peer-reviewed, indexed papers presented at national/international conferences deemed as being highly impactful and competitive
2. Medium Impact Forms of Scholarship
 - a. External Grant/contract apn (rshi4m54c0b08-950-2030C-2007) 2 9a-e1Va.

impact. Conference papers are evaluated on the basis of the stature of the meeting and the distinction of the presentation, including specially invited addresses to professional/academic groups, the review process and acceptance rate, whether the proceedings are indexed in major databases, and citation rate for the paper.

B. Teaching

The School of Information expects candidates to establish a record of effectiveness in teaching, so that students master the body of theory, knowledge, and skills held essential to function as effective information professionals. To achieve "excellence" in teaching, candidates for tenure and also promotion are expected to demonstrate exemplary quality, through indicators like student evaluation ratings, results of peer review, implementation of innovative teaching methods, and development of new curricula.

The School of Information considers the teaching role to be multi-faceted, and evaluations of its effectiveness includes more than students' quantitative and narrative evaluations of the instructor. The School of Information looks closely at those evaluations, but also considers such factors as student advising, availability to students, participation in the School's curricular activities, development of new courses and continuous improvement of existing courses, student engagement, innovative teaching

- viii. Use of outcomes assessment data to improve teaching and student learning
 - ix. Teaching awards and other recognition
2. Instruction-Related
- A. Advising and mentoring
 - i. Academic advising, including office hours and availability to students
 - ii. Writing letters of recommendation for, and assisting students with scholarships, internships, and job placement
 - iii. Mentoring and involving students in professional activities, research, and publication, including support (as Director or Committee Member) of student Honors Theses or Doctoral Dissertations
 - iv. Supervision of GAs
 - B. Other teaching
 - i. Guest lectures in SI and outside classes
 - ii. Seminars/workshops for faculty and/or students in the School
 - iii. In-service seminars/workshops for professional constituency
 - C. Engaged scholarship with teaching/learning components
 - i. Textbooks/Scholarly papers published on teaching in your field and not counted as research
 - D. Professional development for improving teaching

- D. Activities in student recruitment and outreach
 - E. Collection development liaison to USF Library
 - F. Oversight of Henrietta Smith Library
 - G. Oversight of technology and facilities
 - H. Management of SI electronic mailing lists and Web page, and other communication tools
2. University Service Outside of Department
 - A. Collaborative programs with other disciplines
 - B. College-wide and university-wide committees
 - C. Other organizations such as faculty governance or working groups appointed by the Faculty Senate, Provost, or University President.
 3. Professional
 - A. Relevant Organizations
 - i. Professional offices and committees
 - ii. Regional offices and committees
 - iii. State and local
 - B. General Academic
 - i. Editorships of professional/academic journals, service on Editorial Boards, and ad-hoc journal reviews
 - ii. Participation in grant review boards, national policy making, journal editing, program evaluation and similar activities.
 - iii. Organizing or in other ways facilitating conferences, workshops, or symposia.
 - iv. Officer or committee work such as AAUP, Beta Phi Mu, at national, regional, state, and local levels.
 4. Community
 - A. Public lectures relevant to discipline
 - B. Media coverage--community issue-oriented papers in the popular press.
 - C. Activities on behalf of local, state, and federal agencies

A. Promotion to Associate Professor

Promotion to Associate Professor is considered at the same time as tenure and is evaluated using the same criteria as tenure. (rds,h2 Tfr)]3t00G

2. A record of excellence in research/creative/scholarly work of at least national visibility of demonstrated quality supported by a record of ongoing publications or their equivalent following tenure,
3. A record of substantial contribution of service to the university and to the field, profession or community as appropriate to the mission and goals of the department, college and university. Expectations about the level of meaningful service contributions for candidates for professor are significantly higher than those for attaining the Associate rank.
4. Compelling evidence of significant achievement among peers in one's discipline or professional field at the national or international level. Any recommendation for promotion to the rank of Professor must contain evidence that such distinction has been identified.

This document may be amended by a two-thirds majority vote of the voting members of the Faculty at any regular meeting of the department. After amendment, it must be approved by the Offices of the Dean and Provost.
