

**University of South Florida**  
**Muma College of Business**  
**GUIDELINES FOR TENURE AND PROMOTION**  
**Effective July 1, 2020**

This document presents the criteria for tenure and promotion for faculty in the Muma College of Business (MCOB) consistent with the University of South Florida guidelines for the tenure and promotion process. These criteria, along with the documented and measurable performance outcomes specified, have been developed by the administration and faculty in the Muma College of Business.

**I. MUMA COLLEGE OF BUSINESS CRITERIA**

Tenure for faculty with tenure-earning appointments and promotion in the professorial ranks will be granted only to persons who demonstrate excellence in scholarly and academic achievement. Performance is evaluated specifically in the areas of teaching/instructional effort toward student learning, research/creative/scholarly activity, and service including participation as a citizen of the school, college, and university.

This document defines criteria for tenure and promotion according to the standards of peer and aspirant colleges of business. These tenure and promotion guidelines recognize and value contributions that support USF's prevailing strategic priorities.

**A. Tenure**

**1. Expectations of tenured faculty**

In order for the university to perform its functions effectively, it is essential that faculty members be 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, retirement, or removal for 'just cause' or layoff" (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 school, the Muma College of Business, the university, and broader academic community. This responsibility includes maintenance of the highest academic standards, continued

tenure-earning credit on July 1, 2019 (i.e. generally those hired in Fall 2016 or earlier), will be considered for tenure consistent with local (i.e. USF St. Petersburg or USF Sarasota-Manatee) department, school, college, and institutional guidelines in place prior to consolidation unless they elect to use the new consolidated guidelines in writing 30 days prior to the beginning of tenure consideration. All other tenure-earning faculty members will be evaluated for tenure and promotion following these Muma College of Business guidelines, effective July 1, 2020. If a candidate chooses to use the older regional

be included and evaluated as part of teaching, and community engagement undertaken to "enrich scholarship, research, and creative activity" may be included and evaluated as part of a research/creative/scholarly faculty assignment.

- a. Teaching.** As discussed in these guidelines, teaching effectiveness is understood to be fundamentally grounded in demonstrable student learning outcomes. Each candidate must present a record of effectiveness in teaching and reflected in field-appropriate learning outcomes. The record of activities leading to tenure and promotion must provide evidence of **excellence in teaching**. It is therefore vital that substantial and diverse evidence of teaching effectiveness be presented as part of the tenure application.

Effective teaching –that is, activity that results in learning for those taught - requires a thorough knowledge of the subject; the ability to communicate that knowledge clearly through media appropriate to the subject, discipline, and the needs of students; and the ability to work with, motivate, and serve as a positive role model for students. Teaching performance is best judged by a comprehensive review of the teaching dossier, and it is essential that the director, campus dean (as appropriate) and dean also conduct an appropriate and independent evaluative review.

In addition to course syllabi and student evaluations, a candidate may present the following kinds of documentation of teaching effectiveness: instructional materials (such as case studies, discussion prompts, group projects); assessment activities and products (such as papers, tests, performances, problem sets), and other material used in connection with courses; student performance on pre- and post-instruction measures and other evidence of attainment of learning outcomes; exemplary student work and outcomes; peer observations and evaluations; certifications and other formal evidence of teaching effectiveness; teaching awards; new course development, course redesign, and adaptation to new formats and media through incorporation of emerging technologies; records of advising and mentoring; supervision of teaching and research assistants; thesis direction; and professional development activities and efforts at improvement. Approaches to teaching and concomitant sources of evidence of teaching effectiveness may vary across disciplines, schools, and candidates; consequently, variance in candidate dossiers may also be expected.

Evaluation of teaching must take into consideration the school's instructional mission; the candidate's assigned duties within the school; class size, scope, and sequence within the curriculum; as well as format of delivery and the types of instructional media utilized. Evaluation of teaching effectiveness should consider the wide range of factors that impact student learning and success. Moreover, effective teaching and its impact on learning can take place in a variety





represent cutting-edge scholarship. A faculty member whose research is interdisciplinary can declare that his or her work is interdisciplinary and formally request that the promotion and tenure evaluation process take this into account. At the discretion of the college, this may include seeking input from outside evaluators from the major disciplines on which the faculty member's work touches, to ensure that the breadth of their work is represented. In some cases it might be advisable to seek more

Faculty Senate and Councils, should go beyond a simple enumeration to include an evaluation of the extent and quality of the services rendered. Public service may include work for professional organizations and local, state, federal or international agencies and institutions. It must relate to the basic mission of the Muma College of Business and/or 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. Evaluation of service will include an examination of the nature and degree of engagement within the school, college, university and in the local, regional, national and global communities. 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-engaged scholarship).

As with teaching, service can take the form of “engaged activities” which further the mission of the college and benefit the public outside the traditional scholarly community. Examples of engaged service include, but are not limited to, advising government officials and testifying before governmental bodies, serving in non-academic professional associations, speaking to non-academic audiences, and assisting not-for-profit organizations with business issues. Engagement may play a more prominent role in different phases of a faculty member’s career, and would typically be more common among senior faculty than junior faculty.

Consulting with external constituencies on a compensated basis within limits specified by university statutes is certainly acceptable and encouraged. However, such consulting will not be considered as part of the citizenship dimension or as part of the overall performance evaluation of an individual within the college, except of course as it results in other desired benefits which accrue directly to the college – such as through more effective teaching and more significant research output.

achievements are evaluated in relation to criteria specified by the school for the rank sought as well as the candidate's assignment of duties and opportunities within the school.

**a. Assistant Professor**

- i. Promise of continued growth in teaching, and other comparable activities appropriate for the school.
- ii. Promise of independent and/or collaborative research/creative/scholarly work supported by publications or other appropriate evidence.
- iii.



- iii. A record of **substantial** contribution of service to the school, college, university and to the field, profession or community as appropriate to the mission and goals of the school, the college and/or the university. Expectations about the level of meaningful service contributions for candidates for Professor are significantly higher than those that apply to candidates for Associate Professor.
- iv. Compelling evidence of significant achievement among peers in the individual's discipline or professional field at the national or international level. Any recommendation for promotion to the rank of Professor must contain evidence of such distinction.

## II. TIMING

### A. Probationary period for tenure

In the Muma College of Business application for tenure will initially be early in the seventh year of full employment, reflecting effectively a six-year record of teaching, research, and service. Regardless of the length of the probationary period, candidates for tenure will be expected to demonstrate ongoing productivity and progress; expectations of progress within normal time frames will be reflected in established annual and comprehensive review processes, but candidates may apply when ready, as specified in the following section.

### B. Timing of applications

Following an initial period in rank, normally at least two years, a candidate for tenure may apply earlier than the last year of the probationary period or, for promotion, earlier than the normal point for advancement in rank, when there is clear evidence that he or she has fully met the applicable criteria and has received endorsement at both school and college levels; additional merit beyond normal criteria for advancement, specified clearly in school tenure and promotion documents, should not be required.

### C. Exceptions to the standard probationary period

**General exceptions.** Ordinarily, a faculty member in a tenure-earning position will either be awarded tenure at the end of the probationary period or be given one-year notice that further employment will not be offered. However, exceptions to the tenure clock may be considered, such as medical exigencies or parental situations covered by FMLA or ADA legislation or other extenuating circumstances approved by the University or as specified in the Collective Bargaining Agreement. A tenure earning faculty member under such circumstances may request

without a probationary period. In support of recommendations for tenure upon initial appointment, the Provost will receive the following information:

- x A written statement(s) of review of tenure eligibility at all levels (dean, school director, school faculty); rig



Each school in the Muma College of Business may establish a school review committee comprised of full-time tenured faculty. If such a committee is not established, all full-time tenured faculty shall comprise a “committee of the whole” for the purpose of reviewing candidate applications and making recommendations for tenure and promotion.

Prior to submission to the Provost, tenure and promotion reviews in MCOB will occur at the following levels: school review committee, if applicable; eligible school fa

