

Guidelines for Tenure and Promotion
Department of Applied Physiology and Kinesiology

I. Introduction

A. Purpose

The process of tenure and promotion begins with the hiring of a faculty member. Expectations should be made clear at the time of hire and annually thereafter as the faculty advances through their academic rank. The criteria specified below are intended to serve 1) as a guide for the annual pre-tenure review of faculty at the rank of Assistant Professor (see appendix for details), and 2) as a guide for determination of the candidate's qualifications in their application for tenure and promotion at all levels. These guidelines are not intended to modify the University's or the College's Guidelines for Promotion and Tenure, or the Collective Bargaining Agreement (Article 19 – Tenure and Promotion), but to delineate the specific criteria to be used within our Departmental reviews.

B. Process

For consideration of tenure and promotion, the faculty member in a tenure-track position will notify the Department Chair by early June (see HHP T&P calendar for specific dates), of their intent to submit materials for consideration. This notification will initiate the process of solicitation of external letters from leaders in the candidate's field of research. The candidate shall submit a list of names to the department chair. The department chair (with input from the T and P committee) and the dean of the college will also identify individuals from whom to solicit external reviews (prior to letters being requested). Of those identified, the chair will request 6 external reviews and cannot request more than 6 letters at any one time. At least one-half of the evaluators who agree to write letters must come from the candidate's list. Additional reviews may be solicited if a request to review is denied or is not completed in the requested time frame. The University requires at least 5 external letters to be included in the packet but not more than 6. All solicited letters received must be included in the packet. Letters from individuals who have or have had a personal, professional, or mentoring relationship (i.e., research collaborators, doctoral mentor, etc.) with the candidate could create a conflict of interest, as all letters should be from "uninvolved parties." See the current *UF Guidelines Regarding the Tenure, Permanent Status and Promotion Process* for more information regarding external letters of evaluation. It is often helpful to have international reviewers included in the packet if possible, particularly for promotion to full professor. Each letter received must include a listing of the materials used to evaluate the faculty member. Reviewers will also be asked to provide a bio sketch or short vitae that will be used to create thumbnail sketches of each external reviewer. External letters of review **are not** required for the pre-tenure review.

The applicant is responsible for assembling and reviewing the application packet for completeness (see University Tenure and Promotion Guidelines for a complete explanation of this process). No less than 24 hours after the faculty reviews and discusses the candidate's packet, a secret ballot will be issued to the voting faculty. Committee members may vote FOR, AGAINST or ABSTAIN. Abstentions should be used only when there is a conflict of interest or an ethical reason for abstention. Abstentions are not be used if a faculty member is absent from voting. The number of faculty voting for, against, abstaining and absent shall equal the total number of faculty members of the department eligible to vote.

The Chair's letter of evaluation and the vote count will then be entered into the online promotion and tenure system. At this time, the candidate will have access to the letter and the vote count.

II. Promotion to Rank of Associate Professor

A. General requirements:

1. Promotion to the rank of Associate Professor requires a record of satisfactory or better performance in all three categories of professorial activities (i.e., teaching, research, and service).
2. A candidate for the rank of Associate Professor must also demonstrate a record of distinction in research and a record of distinction in either teaching or service.
3. For promotion to Associate Professor, “distinction” means appreciably better than the average assistant professor in the candidate’s field at institutions comparable to the University of Florida.

B. Research-Related Criteria for Promotion to Associate Professor:

1. One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate’s area of specialization. (Note. The external reviewers will be asked to submit copies of their curriculum vitae, which will be included in the candidate’s packet.)
2. Distinction in research ordinarily entails (a) the development of an independent line of research and (b) documented progress toward the establishment of a national reputation based on research contributions in one’s field.
3. The primary indicator of progress toward establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, empirically-based journal impact ratings, the journals’ rates of rejection, and the judgments of experts in the field).
4. The quality of research shall be judged as more important than quantity in evaluating the candidate’s research contributions.
5. Success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research based (rather than service based) grants or contracts, represents a significant indication of progress toward establishing a national research reputation.
6. Other indicators of progress toward establishment of a national research reputation include:
 - publication of an authored or edited book by a reputable publisher
 - publication of original monographs or chapters in books
 - research presentations at international or national conferences
 - service on the editorial board of scientific or professional journals
 - service on study sections or review panels of grant agencies

C. Teaching-Related Criteria for Promotion to Associate Professor

1. Teaching is considered an essential function of faculty at the University of Florida, and consequently all faculty members are expected to demonstrate satisfactory performance in this important area. It is acknowledged that there is great variability in the approach to teaching among the various disciplines within the department. For example, some disciplines may regularly teach broad survey courses involving large numbers of students, whereas others provide intensive,

- individual clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.
2. Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:
 - student evaluations showing satisfactory performance (above the 70th percentile) in classroom teaching
 - peer ratings showing satisfactory ratings of teaching content and classroom performance (based on direct observations)
 - chair evaluations indicating appropriate service on master's and doctoral supervisory committees (as chair and/or as a member).
 3. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
 - student evaluations showing above average or better performance (above the 80th percentile) in classroom teaching
 - peer ratings showing above average or better ratings of teaching content and classroom performance (based on direct observations)
 - chair evaluations indicating above average or better service on master's and doctoral supervisory committees (as chair and/or as a member)
 - achievement of a significant award for teaching
 - development of a new course or teaching program
 - other activities representing contributions to teaching that exceed expectations for a typical assistant professor, such as the development and implementation of continuing education courses, the creative use of technology in teaching, assuming a leadership role in curriculum redesign or development, etc.

D. Service-Related Criteria for Promotion to Associate Professor:

1. It is expected that all faculty members will demonstrate good citizenship in their departments and in the college by serving on departmental, college, and/or university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note. Because committees vary in the amount of work required of their members, it is expected that the Chair's letter will provide substantive information about the candidate's time and effort contributed to committee work).
2. Distinction in service to the university is indicated by service that is beyond that expected in the typical duties of an assistant professor and may include one or more of the following:
 - chairing a college and/or university committee
 - serving as an undergraduate or graduate coordinator
 - serving in an administrative role in the department or college
3. Distinction in service to the profession is indicated by service that is beyond that expected in the typical duties of an assistant professor and may include one or more of the following:

- Organization
- serving as an officer or board member in a state, regional, national, or international organization
4. Achievement of a regional, national, or international award for professional service may be an indicator of distinction in service.

III. Promotion to Rank of Professor

A. General Requirements:

1. Promotion to the rank of Professor requires a record of satisfactory or better performance in all three categories of professorial activities (i.e., teaching, research, and service).
2. A candidate for the rank of Professor must also demonstrate a record of distinction in research and a record of distinction in either teaching or service.
3. For promotion to Professor, “distinction” means appreciably better than the average associate professor in the candidate’s field at AAU institutions comparable to the University of Florida.

B. Research-Related Criteria for Promotion to Professor

1. One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are full professors and are recognized as outstanding researchers in the candidate’s area of specialization. (Note. The external reviewers will be asked to submit copies of their curriculum vitae, which will be included in the candidate’s packet.)
2. Distinction at the rank of professor also entails the achievement of a substantive body of empirical works based on an independent line of research.
3. Distinction would be illustrated by sustained research productivity evidenced by publications in peer-reviewed journals of high quality (as indicated by, but not limited to, empirically-based journal impact ratings, the journals’ rates of rejection, and the judgments of experts in the field).
4. The quality of research shall be judged as more important than quantity in evaluating the candidate’s research contributions.
5. A key indicator of distinction and establishment of a national reputation will be success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on a peer-reviewed, competitive grant or contract.
6. Other indicators of the establishment of a national research reputation include:
 - publication of an authored or edited book by a reputable publisher
 - publication of original monographs or chapters in books
 - service on the editorial board of scientific or professional journals
 - service on study sections or review panels of grant agencies

C. Teaching-Related Criteria for Promotion to Professor

1. Teaching is considered an essential function of faculty at the University of Florida, and consequently all faculty members are expected to demonstrate

satisfactory performance in this important area. It is acknowledged that there is great variability in the degree and approach to teaching among the various disciplines within the department. For example, some disciplines may regularly teach broad survey courses involving large numbers of students, while others provide individual intensive clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance. It is expected that most faculty members who are seeking promotion to Professor will have acquired significant experience and expertise in teaching and, their performance in this area should be consistent with their accumulated experience and rank.

2. Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:
 - student evaluations showing satisfactory performance (above the 80th percentile) in classroom teaching
 - trainee evaluations showing satisfactory performance in clinical teaching
 - peer ratings showing satisfactory ratings of teaching content and classroom performance based on direct observations
 - chair evaluations indicating appropriate service on doctoral supervisory committees (as chair and/or as a member)
3. Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:
 - student evaluations showing above average or better performance (above the 90th percentile) in classroom teaching
 - peer ratings showing above average or better ratings of teaching content and classroom performance based on direct observations
 - chair evaluations indicating above average or better service on doctoral supervisory committees (as chair and/or member)
 - achievement of a significant award for teaching
 - development of a new course or teaching program
 - other activities representing contributions to teaching that exceed expectations, such as the development and implementation of continuing education courses, the creative use of technology in teaching, taking a leadership roles in curriculum redesign or development, etc.

D. Service-Related Criteria for Promotion to Professor

1. It is expected that all faculty demonstrate good citizenship in their department and in the college by serving on departmental, college, and university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note. Because committees vary in the amount of work required of their members, it is expected that the Chair's letter will provide substantive information about the candidate's time and effort contributed to committee work).

beyond that expected in the typical duties of an associate professor and may include one or more of the following:

- chairing a college and/or university committee
 - serving as an undergraduate or graduate coordinator
 - serving as interim departmental chair (for a substantial period of time)
 - serving in an other administrative role in the department or college beyond the typical duties of an associate professor
3. Distinction in service to the profession should be indicated by service that is beyond that expected in the typical duties of an associate professor and may include one or more of the following:
 - serving a committee member in a national or international organization
 - serving as an officer or board member in a national or international organization
 4. Achievement of a national or international award for professional service may be an indicator of distinction in service.

IV. Granting of Tenure

The criteria for the granting of tenure shall be the same as those for promotion to Associate Professor.

APPENDIX

Use of Guidelines for Evaluation of Pre-Tenure Progress

These criteria will also be used by the tenured faculty and the department chair to conduct an annual pre-tenure review of all junior faculty. Faculty members shall be provided with feedback about their progress toward meeting the criterion of “distinction in research,” which is required for the granting of tenure and for promotion to the rank of Associate Professor. The Department Chair will provide feedback, with input from the pre-tenure review committee, on an annual basis.

After consultation with the pre-tenure review committee, the Chair will write the annual letter of evaluation that shall address in detail the candidate’s progress in research. In evaluating the faculty member’s progress in the domain of research, the letter shall address both the quality and the quantity of the faculty member’s publications and their reflection of the development of a systematic program of research. The letter shall address the quality of research by assessing whether the faculty member’s publications appear in peer-reviewed journals of high quality (as indicated by empirically-based journal impact ratings, by the journal’s rate of rejection, and/or by the Chair’s judgment of the status generally accorded the journal by members in the discipline). In addition, the letter shall address the issue of quantity of research publications and whether the quantity produced by the faculty member is consistent with the development of a record of distinction in research within the given discipline. The faculty member has the option of preparing for the Chair a statement describing his or her progress toward the development of a systematic program of research, including the rationale for the publication of articles in particular journals as well as data indicating the quality of the journals in which his or her articles have appeared.

Teaching is considered an essential function of faculty at the University of Florida, and consequently all faculty members are expected to demonstrate satisfactory performance in this important area. The letter shall also address the committee’s and Chair’s perception of performance in the classroom.

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