# GUIDELINES FOR PROMOTION AND TENURE OF THE DEPARTMENT OF ECONOMICS AND GEOGRAPHY

 UNIVERSITY OF NORTH FLORIDA

(ALL PROVISIONS ARE DESIGNED TO BE IN COMPLIANCE BETWEEN THE UNF BOARD OF TRUSTEE-UFF AGREEMENT CURRENT THROUGH JUNE 30, 2017)

 Revised

 February 2017

##  ARTICLE I

###  TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

1. The faculty members of the Department of Economics and Geography adopt the University Tenure Criteria set forth in the current agreement between the UNF Board of Trustees and the United Faculty of Florida. According to the Collective Bargaining Agreement (CBA), section 19.5(a) Tenure: The decision to award tenure to a faculty member shall be a result of meritorious performance and shall be consistent with the University’s tenure criteria and the guidelines for application of those criteria pursuant to Article 9. The faculty member’s accomplishments elsewhere which are applicable to the UNF tenure criteria shall be considered in addition to his/her performance during his/her service at the University.

These guidelines are intended to demonstrate the breadth, scope and type of accomplishments expected for tenure and promotion to Associate Professor.  Accumulating the number of contributions suggested in the bylaws will not in itself guarantee tenure or promotion because determining whether an individual has demonstrated excellence in teaching and scholarship and made meaningful contributions in service will require judgments of both the quantity and quality of the accomplishments by reviewers at each step of the process.  For this reason the guidelines should be viewed as guideposts to inform individuals seeking tenure or promotion but are not intended as a check sheet that will automatically result in tenure or promotion.

It is expected that the faculty member will provide evidence of the accomplishments that justify the granting of tenure and promotion to Associate Professor, and it is understood that it is the responsibility of the reviewers of the dossier to make some qualitative assessments.

1. Teaching.

The candidate for tenure and promotion to Associate Professor shall write, according to the CBA [section 19.8(d)(3)i.]: “a summary and discussion … of significant teaching and curriculum efforts, including but not limited to a summary of evaluations of his/her teaching by students and academic colleagues through University-sanctioned methods such as survey instruments, questionnaires, and in-class visitations, observations, and interviews.” This narrative in the main binder of the dossier and the supporting documents (syllabi and other instructional materials) in the supplementary binders should address and take into account items required by the CBA and the items in the list below. It is understood that not every item on the list, except those mandated by the CBA must necessarily be included, nor is the list itself exhaustive, but the overall effect of the discussion and supporting materials must be clearly to demonstrate the excellence and effectiveness of the candidate’s teaching. Basic activities such as maintenance of regularly scheduled office hours and availability for student conferences by appointment are taken as a given.

1. Courses that have been innovative, relevant, creative, and/or showed an original approach to teaching, and/or incorporated instructional technology, collaborative learning, active learning, student engagement or other non-traditional teaching methods
	* 1. Program and/or curriculum development
		2. Creation of new courses
		3. Revision of existing courses
		4. Participation in conferences, workshops and committees on teaching, learning and pedagogy
		5. Evaluations by chairperson
		6. Evaluations by peers
		7. Responsiveness to evaluations of teaching by chair(s), peers, and/or students including self-reflection on effectiveness and attempts to improve where necessary
		8. Supporting or mentoring student accomplishments directly related teaching
		9. Development of activities for students that support the University’s and Department’s program, curriculum and assurance of learning objectives
		10. Teaching award
		11. Scholarship of teaching such as publication of a research on topics including pedagogy and student learning
		12. Participation in a study abroad program, transformational learning activities or FIG
		13. Teaching a Directed Independent Study course not otherwise compensated as part of a banking process.
2. Scholarship

The candidate for tenure and promotion to Associate Professor shall write, according to the CBA [section 19.8(d)(3)j.]: “a summary and discussion by the candidate of his/her research/scholarship/creative activity, publication record, and agenda for continuing research/scholarship/creative activity.” This narrative in the main binder of the dossier should be supported by documents in the supplementary binders (copies of books, articles, letters of acceptance from journals and/or publishers, published reviews, etc.). The overall effect of the discussion and supporting materials must be to clearly demonstrate the excellence of the candidate’s research/scholarship/creative activity.

The list of publications and equivalencies below is a guideline for determining achievement of excellence in research/scholarship/creative activity. It is understood that quality is the overall determining factor.

Tenure earning faculty shall have a minimum of four scholarly publications. Scholarly publications may consist of peer-reviewed journal articles, discipline-related books, or any combination of both. At least three of these must be published or accepted for publication while at UNF.

Tenure earning faculty shall have favorable reviews of their scholarship based on information contained in two or more outside letters submitted to the candidate’s dossier.

1. Service
	* + 1. The candidate for tenure and promotion to Associate Professor shall provide evidence of “meaningful contributions” over the course of the tenure-earning period by indicating the Professional, University, College, or Departmental committees/service activities he/she has served on or engaged in.

##  ARTICLE II

### PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

According to the CBA, section 9.4 Guidelines for Application of University Criteria for Promotion: Judgments of academic performance are complex. They cannot easily be reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments. On the other hand, faculty members seeking promotion must have available to them a description of what tangible accomplishments would normally qualify a candidate for promotion, assuming that the accomplishments are of excellent (promotion from Assistant Professor to Associate Professor) or outstanding (promotion from Associate Professor to Professor) quality.

Thus these guidelines are intended to demonstrate the breadth, scope and type of accomplishments expected for promotion to Professor.  Accumulating the number of contributions suggested in the guidelines will not in itself guarantee promotion because determining whether an individual has demonstrated an outstanding level in teaching and scholarship and made meaningful contributions in service will require judgments of both the quantity and quality of the accomplishments by reviewers at each step of the process.  For this reason the guidelines should be viewed as guideposts to inform individuals seeking promotion but are not intended as a check sheet that will automatically result in promotion.

It is expected that the faculty member will provide evidence of the accomplishments that justify the granting of promotion to Professor, and it is understood that it is the responsibility of the reviewers of the dossier to make some qualitative assessments.

2. Teaching.

a. The candidate for promotion to Professor shall write, according to the CBA [section 20.6 directs the candidate to section 19.7(b) 3.], a summary and discussion … of significant teaching and curriculum efforts, including but not limited to a summary of evaluations of his/her teaching by students and academic colleagues through University-sanctioned methods such as survey instruments, questionnaires, and in-class visitations, observations, and interviews. This narrative in the main binder of the dossier and the supporting documents (syllabi and other instructional materials) in the supplementary binders should address and take into account items required by the CBA and the items in the list below. It is understood that not every item on the list, except those mandated by the CBA, must necessarily be included, nor is the list itself exhaustive, but the overall effect of the discussion and supporting materials shall clearly demonstrate excellent effectiveness of the candidate’s teaching. Basic activities such as maintenance of regularly scheduled office hours and availability for student conferences by appointment are taken as a given.

(1) Courses that have been innovative, relevant, creative, and/or showed an original approach to teaching, and/or incorporated instructional technology, collaborative learning, active learning, student engagement or other non-traditional teaching methods

(2) Program and/or curriculum development

(3) Creation of new courses

(4) Revision of existing courses

(5) Participation in conferences, workshops and committees on teaching, learning and pedagogy

(6) Evaluations by chairperson

(7) Evaluations by peers

(8) Responsiveness to evaluations of teaching by chair(s), peers, and/or students including self-reflection on effectiveness and attempts to improve where necessary

(9) Supporting or mentoring student accomplishments directly related teaching

(10) Development of activities for students that support the University’s and Department’s program, curriculum and assurance of learning objectives

(11) Teaching award

(12) Scholarship of teaching such as publication of a research on topics including pedagogy and student learning

(13) Participation in a study abroad program, transformational learning activities or FIG

(14) Teaching a Directed Independent Study course

3. Scholarship.

a. The candidate for promotion to Professor shall write, according to the CBA [section 20.6 directs the candidate to section 19.8(e)j.] a summary and discussion by the candidate of his/her research/scholarship/creative activity, publication record, and agenda for continuing research/scholarship/creative activity. This narrative in the main binder of the dossier should be supported by documents in the supplementary binders (copies of books, articles, letters of acceptance from journals and/or publishers, published reviews, etc.). The overall effect of the discussion and supporting materials shall clearly demonstrate excellent quality of the candidate’s research/scholarship/creative activity.

b. Faculty seeking promotion to Professor shall have a minimum of 7 scholarly publications while holding the rank of Associate Professor. Scholarly publications may consist of peer-reviewed journal articles, discipline-related books, or any combination of both. At least three of these must be published or accepted for publication while at UNF. It is understood that scholarship quality is the overall determining factor, as per the CBA [20.3(c) (1)b.2.]: It should be understood that merely having accomplishments within the qualifying general range without the required standard of “excellence” shall not guarantee that the faculty member will receive promotion. Conversely, a faculty member may qualify for promotion with accomplishments that fall below the qualifying general range but are of extraordinary quality.

4. Service

To be promoted to Professor a successful candidate will provide evidence of “continuing meaningful contributions” over the course of the period since the last promotion by indicating the Professional, University, College, or Departmental committees/service activities he/she has served on or engaged in. Candidates may also provide evidence of meaningful contributions from prior academic experience if they are bringing in years in rank as a condition of their contract at the time of hire. At least a portion of the service activities must be performed while employed at UNF.

##  ARTICLE III

### CRITERIA FOR PROMOTION OF INSTRUCTORS AND LECTURERS

**Promotion to Associate Instructor or Associate Lecturer** requires a consistent record of excellence in performing assigned duties, and evidence of professional and intellectual accomplishments contributing to the University and the profession in the areas of teaching and service.

The Department of Economics and Geography views such excellence to reflect teaching commensurate with the criteria above in ARTICLE I.2 for promotion from assistant professor to associate professor.

The Department of Economics and Geography views such excellence to reflect service commensurate with the criteria above in ARTICLE I.4 for promotion from assistant professor to associate professor.

While not required, any scholarly efforts in the form of journal articles or books published, presentations to professional groups, and/or other intellectual contributions are deemed to be positive activities that weigh in the favor of the candidate.

### Promotion to University Instructor or University Lecturer

The Department of Economics and Geography views such excellence to reflect teaching commensurate with the criteria above in ARTICLE II.2 for promotion from associate professor to professor.

Excellence in service may be demonstrated by a record of active participation in departmental and/or university governance. The Department of Economics and Geography views such excellence to reflect service commensurate with the criteria above in ARTICLE II.4 for promotion from associate professor to professor.

While not required, any scholarly efforts in the form of journal articles or books published, presentations to professional groups, and/or other intellectual contributions are deemed to be positive activities that weigh in the favor of the candidate.