

**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 scholarly productivity, sustained teaching excellence, and ongoing beneficial service carried out in the spirit of university citizenship.

**2. Consolidation Transition Period**

Please note that in accordance with USF consolidation guidance tenure-earning faculty, initially hired at USF St. Petersburg and USF Sarasota-Manatee with three years of

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 guidelines, their new consolidated academic unit's T&P committee and administration will still be responsible to carry out the process.

### **3. Evaluation for Tenure**

Evaluation for tenure involves three components appropriate to the unit:

- Teaching or comparable activity designed to promote student learning (including advising, mentoring, and community-engaged instruction);
- Research/creative/scholarly work (including community-engaged scholarship);
- Service to the college, university, the profession, and the community.

In addition, collegiality and participation as a citizen of the university are integral parts of faculty performance.

Because the decision projects lifetime performance from the first few years of a faculty member's career, tenure must be awarded only as a result of rigorous assessment over a period of time sufficient to judge the faculty member's documented accomplishments, ability, and probability of sustained future productivity. A judgment must be made that the faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity with potential for high impact on the field or society. Each recommendation for tenure should be accompanied by a statement of the mission, goals and educational needs of the candidate's school and Muma College of Business and the importance of the contributions the candidate has made and is expected to make in the future toward achieving the mission and goals and meeting the educational needs of the school, college, and the university. Careful consideration must also be given both to the equitability of the candidate's assignment and opportunities in relation to others in the school and to the candidate's ability and willingness to work cooperatively within the school, college, and/or campus.

Integral to the mission and vision of USF is commitment to engagement with its communities. As defined by the Carnegie Foundation for the Advancement of Teaching, "community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, and [international] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."<sup>1</sup> While some faculty engagement may come in the form of public service as such, any of the three categories of faculty activity could entail community engagement, and any could in some way "address critical societal issues and contribute to the public good." Community engagement that is undertaken by faculty to "enhance curriculum, teaching and learning and prepare educated, engaged citizens" may

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<sup>1</sup> <http://classifications.carnegiefoundation.org/descriptions/community>

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 of contexts: in campus classrooms; team teaching; online; in the field; workshops; panels; through service learning activities, community engagement and internships; within on- and off-campus communities, in organizations, in education abroad settings, such as field schools, and through mentoring of students, including undergraduate and graduate

student research. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the expected impact of student learning on practice, application, and policy.

- b. Research/Creative/Scholarly Work.** Scholarship takes many forms, including independently conducted research and/or creative works and collaboratively generated contributions to the knowledge base. The purpose of research and creative scholarship in the Muma College of Business is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge or production of new creative works and technologies. The record of activities leading to tenure and promotion must provide **evidence of excellence** in one or more of these forms. In order to attain tenure, the candidate is expected to have established an original, coherent and meaningful program of research and/or creative scholarship and to have demonstrated and clearly documented a continuous and progressive record of research and creative scholarship indicative of potential for sustained contribution throughout his or her career.

The peer review process is the best means of judging quality and impact of the candidate's research and creative scholarship. Evaluation at the unit level should include an assessment of the quality of the candidate's work and consider discipline-appropriate evidence of the significance of research and creative activity, as well as the candidate's assignment of duties within unit. A candidate may present the following kinds of documentation of a significant research program: the quality and significance of journals; records of competitive honors and awards, grants, and fellowships; citations of the candidate's work; evidence of impact on policy and practice; refereed status of publications; research awards and acknowledgements; and invitations and commissions. Consideration will be given to external peer recognition, as demonstrated by a record of funded research, and to the demonstrable impact of research through inventions, development and commercialization of intellectual property, and technology transfer, including, but not limited to, disclosures, patents, and licenses. Objective peer review of the candidate's work by scholars/experts external to the university is required. In addition, the candidate's chair or director and dean must conduct independent evaluative reviews.

The focus of appraisal on the research dimension is the significance of the contribution to knowledge made by the individual candidate. This includes consideration of the significance of the questions and topics being studied as well as the thoroughness and extensiveness of the work itself. For tenure or promotion, a candidate must have demonstrated significant contribution to the research literature. One potential indicator of research contribution is that the faculty member is recognized as being among the leading researchers in an area so that the candidate is identified with that area. While collaboration and co-authorship with internal and external colleagues is encouraged, the individual faculty member's contributions are central to this research appraisal.

Both the quality of individual contributions and the quantity of those contributions are relevant. Simple “line counts” of the number of research projects and peer-reviewed publications are to be avoided. A large quantity of research may not result in a significant contribution if the quality is not good. On the other hand, the quantity of high quality contributions affects the likely impact of a faculty member’s research. Therefore, the faculty member is generally expected to have multiple **high quality** publications in peer-reviewed publications.

The potential contribution of an individual research project is sometimes difficult to assess – in part because the impact of a research topic may be long term and cumulative. Moreover, the nature of the contribution to different audiences may vary.

There are, however, indicators of the likely impact of the faculty member’s research that will be used. These include:

1. Evidence that the research has had a significant impact on business practice or how scholars view an area of research inquiry.
2. Evaluations of the likely impact of the research by senior faculty members in the college and faculty at other research institutions who have established records for scholarship and expertise in the area of the research.
3. The extent and nature of reference to the work in other published material, when sufficient time has passed for this to have occurred as reflected in, for example, citation counts or impact factors.
4. The reputation of the publication in which the research appears, including consideration of the procedures used in selecting manuscripts for publication, the competition for space, and the significance of the audience reached.
5. Competitive external funding awarded to the candidate for research, particularly if this is peer-reviewed federal awards.
6. A cohort analysis of faculty members who graduated near the same time as the candidate and are at peer and aspirational colleges.

It is not the intent of these guidelines to suggest that any of these indicators be used in isolation or as a sole surrogate measure of the quality of the research, but rather that the quality and likely impact of the candidate’s total research performance be evaluated in as complete a fashion as is possible.

In this vein, the different constituencies of the college warrant specific mention. The traditional publication vehicle for research contributions targeted to the scholarly community is the peer-reviewed refereed journal. Publication in high quality peer-reviewed refereed journals that reach relevant scholarly audiences is important and necessary. It is also relevant, however, that business professionals are and must continue to be an important constituency of the college. Thus, articles targeted for important professional audiences are viewed as positive elements of a faculty member’s research portfolio, and as positive contributions to the college’s mission.

Interdisciplinary research is valued by the college. Interdisciplinary research provides opportunities for creating knowledge in new and unanticipated ways, and can

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 than the minimum number of external reviewers. Faculty members whose research does not include interdisciplinary research will not be penalized or denied tenure or promotion on those grounds.

The college is open to new forms of communicating scholarly contributions, particularly in the areas of business analytics and creativity. Such contributions could include funded research, the creation of databases, and other scholarly resources. The college encourages research innovation and experimentation, and acknowledges that digitally communicated work may not always be peer-reviewed prior to publication and dissemination. However, as with all forms of scholarly contributions, the impact and quality of scholarly work must be considered. As appropriate, measures of the quality and impact of and digital contributions may be determined through feedback from faculty at peer institutions, end users, and other audiences. As with articles targeted to business practitioners, significant and relevant online scholarly contributions are viewed as a positive aspect of a faculty member's research portfolio.

It is noted that in some areas of scholarship, publications or other products may appear only after lengthy or extensive effort and may appear in a wider range of venues, both of which can be particularly true of community-engaged and/or interdisciplinary work at the local, national and/or international levels. Community-engaged scholarship may be demonstrated by high-profile products such as reports to local, national, or international agencies and formal presentations, or by other products as designated by the school, as well as by peer review. For collaborative and coauthored scholarship, the evaluation should include consideration of the candidate's role and contribution to the work, consistent with disciplinary and/or interdisciplinary scholarly practice. The body of work of a candidate for tenure must be judged against the appropriate standards within the area of research and creative scholarship, balancing the significance, quality, and impact of the contribution with the quantity of publications and other scholarly products. Recommendations for tenure should present a clear and compelling case for the merit of an application in the context of the kind of scholarship in which the candidate's work has been conducted, leading to high confidence in the candidate's prospects for continuing and meaningful contributions.

- c. **Service.** The third component to be evaluated includes the categories of service to the school, Muma College of Business, university, the professional field or discipline, and engagement with the community. Candidates for tenure must have made substantive contributions in one or more of these areas. Evaluation of administrative and other professional services to the university, including service on the USF

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.

## **B. Promotion**

### **1. Evaluation for promotion.**

This section applies to ranked faculty, whether tenured or tenure-earning. As in the case of tenure, the judgment of readiness for promotion to higher academic rank is based upon a careful evaluation of a candidate's contributions in teaching and student learning, research/creative/scholarly work, and service. The sections pertinent to evaluation of these factors for the tenure decision apply as well to promotion.

The evaluation refers to written school- and college-level criteria for promotion that have been made available to candidates. Promotion also requires collegiality and participation as a productive citizen of the university, as this is an integral part of faculty performance and is also evaluated with reference to written criteria.

General standards for consideration of appointment to the ranks of Assistant Professor, Associate Professor, and Professor are as follows. In each category, a candidate's

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. Promise of **substantive** contributions in the area of service and citizenship to the university, profession, and/or public.
- iv. The doctorate or the highest degree appropriate to the field (or, where appropriate, the equivalent based on professional experience consistent with accreditation standards).

**b. Associate Professor**

- i. A record of **excellence** in teaching, or other comparable activities appropriate for the school, including a record of such activities as participation on thesis and/or dissertation committees and successful direction of the work of master's and doctoral candidates, where applicable.
- ii. A record of **excellence** in independent and/or collaborative research/creative/scholarly work, supported by substantial, high impact and sustained publications or their equivalent. Thus, original or creative work of a professional nature may be considered as equivalent to publications. Evaluation of applied research should consider potential or actual impact on policies and practices. The record should be sufficient to predict, with a high degree of confidence, continuing productivity in research/creative/scholarly work throughout the individual's career, as defined in the individual's field.
- iii. A record of **substantive** contribution of service to the school, college, university, profession, and/or public.
- iv. For faculty on tenure-track appointments, advancement to the Associate level is made simultaneously with granting of tenure unless the faculty member has been hired as an Associate.

**c. Professor**

- i. A record of **excellence** in teaching, or other comparable activity appropriate for the school, including, where applicable, a record of participation on thesis and/or dissertation committees, and as major professor for undergraduate research/theses and/or master's and doctoral candidates.
- ii. A record of **excellence** in research/creative/scholarly work of at least national visibility, of demonstrated quality supported by a record of substantial publications. Evaluation of research should consider potential or actual impact on policies and practices. The record should predict continuing high productivity in research/creative/scholarly work throughout the individual's career, as defined in the individual's field.

- 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 an extension of his or her probationary period. The request must be made in writing and must be approved by the director of the school, dean, and Provost. Ordinarily, extensions of more than two years beyond the college's designated probationary period will not be permitted.

### D. Tenure upon initial appointment

In rare circumstances, tenure may be awarded upon initial appointment. In determining such an award, the guiding principle will be to follow department and college procedures in an expedited process that will not inordinately delay hiring decisions. Specifically, there must be review of tenure eligibility at all levels, with a recommendation forwarded to the Provost. Approval must be obtained from the Provost prior to making an offer that includes tenure

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

- A written statement(s) of review of tenure eligibility at all levels (dean, school director, school faculty); rigorous reviews must occur prior to a request to the Provost to make such an offer;
- The candidate's vita;
- The official starting date for the position, a draft of the letter of offer, which has explicit mention of the tenure offer, pending Board of Trustees approval;
- A compelling statement on the unique achievements of the faculty member that serve as the basis for tenure.

Upon approval, the university President will forward the tenure recommendation to the Board of Trustees for approval at the earliest meeting at which tenure upon appointment is considered.

Persons being considered for administrative appointments accompanied by academic appointments with tenure will interview with the school in which tenure would be considered; and the appropriate dean, the appropriate faculty bodies, and administrators will make recommendations on tenure to the Provost.

### **III. REVIEWS**

#### **A. Review of progress toward tenure**

It is the responsibility of the school director or other appropriate administrator and school peer committee, where constituted, to include a progress toward tenure review as part of the annual evaluation for all faculty in the probationary period for tenure. A more rigorous and extensive pre-tenure review will be conducted in the fourth year of the probationary period. The mid-point review will refer to written school- and college-level criteria for tenure that have been made available to candidates. The point review will be conducted by the school's tenure and promotion committee, the school director and/or other appropriate administrator, the college tenure and promotion committee, and the college dean. As part of the review the college dean will seek feedback from the campus deans and regional chancellor, as appropriate.<sup>2</sup> A summary review of progress toward tenure will be forwarded to the Provost.

All mid-point reviews shall address the performance of annual assignments including teaching, research/creative/scholarly activity, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should critically assess overall performance and contributions in light of mid-point expectations. The mid-point review will be based on documentation of performance, including: a current vita; annual evaluations; student/peer evaluation of teaching; selected examples of teaching materials; products of research/scholarship/creative activity; service commitments and accomplishments; and a brief self-evaluation by the faculty member.

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<sup>2</sup> Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses "prior to a College Dean completing and forwarding a recommendation to the Provost

The mid-point review is intended to be informative and encouraging to faculty who are making solid progress toward tenure; instructional to faculty who may need to improve in selected areas of performance; or, where progress is significantly lacking and apparently unlikely, bluntly cautionary about the potential for dismissal.

**B. Review of progress toward promotion**

The annual performance review for a faculty member holding a rank below that of full Professor will normally include an evaluation of progress toward promotion. At approximately the mid-point of the typical interval between appointment to the Associate Professor level and promotion to full Professor for faculty in the school, faculty members will ordinarily be given a more comprehensive review of progress toward promotion, to include participation by the relevant tenure and promotion committees. The candidate may request additional review by a more senior academic officer. A review at this stage is intended to be informative: to be encouraging to faculty who are making solid progress toward promotion, and instructional to faculty who may need to improve in selected areas of performance.

**C. External letters for tenure and promotion applications**

The school director ordinarily will include in the tenure and promotion packet a minimum of three letters (but not exceeding six) from external reviewers who are recognized experts in the individual's field or a related scholarly field; ideally, these will hold senior tenured appointments within at least aspirational peer institutions. External reviewers will be asked to comment on the significance of the candidate's published research and how the candidate's work has advanced the field in which the research was conducted.

The candidate, tenured faculty, the school director, and/or other appropriate school administrator will suggest external reviewers, and either may submit a list of reviewers who should be disqualified for professional reasons. The school Tenure and Promotion Committee may also suggest external reviewers. These reviewers should have no significant relationship to the candidate (e.g., major professor or co-author), unless there are mitigating circumstances that would indicate otherwise (e.g., to review scholarship so specialized that few expert reviewers exist). The director and/or other appropriate administrator and the candidate will jointly select the reviewers. In the event of disagreement, each party will select one-half the number of qualified reviewers to be utilized. Final approval of the list of reviewers will be made by the dean. The content of all solicited letters that are received from external reviewers must be in the candidate's file prior to the final recommendations by the school Tenure and Promotion Committee.

## **IV. COMMITTEES**

**A. Number & type of committees**

The number and types of review and, as applicable, voting prior to submission to the senior academic officer will be similar throughout the university and should occur at the following levels or their equivalent: department review committee; department faculty; chair; college review committee; dean.

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 faculty; school director; college review committee; college dean. As part of the review the college dean will seek feedback from the campus deans and regional chancellor, as appropriate.

#### **B. Tenure and promotion committee membership**

The Tenure and Promotion Committees within the Muma College of Business should adhere to the following criteria whenever possible and practical:

1. Membership is limited to faculty who have been appointed within the school for at least two years;
2. Committees considering candidates for promotion to Professor will comprise individuals holding the rank of Professor. If the school lacks a sufficient number, the school director may appoint one or more qualified Professors from other units, in consideration of recommendation by the eligible full-time faculty at the full or associate level in the school;
3. Only those members who have received tenure at the university of South Florida will be eligible to review and make recommendations on tenure applications;
4. Recommendations for the awarding of tenure are made by the employee's supervisor and include a poll by secret ballot of the school's eligible tenured members, who are expected to review the application files prior to voting;
5. Review of applications from faculty with joint appointments should reflect appropriate participation by the units to which faculty have been appointed. Thus, chairs/deans from secondary units should have proportional input on review and recommendations, and committees reviewing applications from faculty with joint appointments should have equitable representation from respective units based on the distribution of assignment;
6. School directors and deans who write tenure and promotion recommendations related to candidate applications should neither vote nor participate on any tenure and promotion committee; this exclusion applies to assistant or associate directors, certain program directors, or deans when they participate in the tenure and promotion process in support of, or as delegated by school directors or deans;
7. Terms of committee members should be staggered and ordinarily should not exceed three years;
8. Turnover of committee membership is encouraged through restricting consecutive terms when feasible.
9. Individuals serving on more than one advisory committee (e.g., school or college) will vote at only one level, and that is to be the first level at which they serve, however, they may advise on another;
10. All members of tenure and promotion committees are expected to review the application files prior to discussion, or voting. Procedures to ensure participation by all committee

members (or, as needed, alternates) in the process are established and followed at all levels of review. Following a vote by **secret ballot** (or anonymous electronic survey), the ballots (or survey results) are tabulated immediately in the presence of committee members, and the tally is recorded. Written narratives from majority and dissenting minorities, if any, may be included with the record.

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