

Tenure and Promotion Criteria
Department of Child & Family Studies,
College of Behavioral and Community Sciences (CBCS)

Philosophy and Principles

In developing appropriate criteria for tenure and promotion (T&P) decisions, the Department of Child and Family Studies (CFS) has sought to align these criteria with the vision, mission, and strategic priorities of the Department as well as the College and the University. Accordingly, our goals for the tenure and promotion review process are designed:

1. To continue building a community of scholars whose members are recognized nationally and internationally to be among the leaders in their academic disciplines and chosen areas of research. We expect our colleagues to make significant scholarly contributions of excellence that transform and shape the areas of scholarship in which they work.
2. To continue building a department with a reputation for **excellence** in teaching at both the graduate and undergraduate levels. Teaching is broadly defined to include instructional activities in the classroom or laboratory, advising, mentoring, program building, and curricular innovation.
3. To build upon already successful efforts to provide the energizing and supportive environment that is necessary to sustain professional growth, collaboration, and productivity of faculty and students.
4. To build upon already successful efforts to create an environment of academic and community citizenship where faculty, staff, and students all contribute to the operation and growth of the Department, College, and University, as well as actively participate to advance the many professional disciplines of the department's diverse academic constituency and the broader public community affected by departmental programs and services.

The CBCS CFS tenure and promotion guidelines recognize and value contributions that support USF's strategic priorities.

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Criteria for Tenure and Promotion to Associate Professor

In establishing criteria to meet the above goals, the Department recognizes that the granting of tenure is not solely a reward for past achievement; it is also a prediction of future performance.

Tenure and promotion will be recommended by the Department if, and only if, in the judgment of the Department, the candidate will continue to be one of the leading scholars in his or her area of expertise, an excellent teacher, and a good citizen of the Department, College, and University.

Candidates are evaluated entirely on the merits of their own professional achievements, and tenure is awarded whenever the Department is confident we can predict that an individual's career in future decades will be consistent with our goals. In addition to meeting the standards in the criterion areas (scholarship, teaching, and service) discussed below, a candidate must be adjudged to be contributing to the mission and goals of the Department and working cooperatively with colleagues.

Criterion Areas

When a faculty member is considered for tenure and promotion in this Department, we review his or her contributions in three major areas:

- a. Research/Scholarly work in the candidate's area(s) of specialization (including community engaged scholarship),
- b. Teaching or comparable activity (including advising, mentoring, and community engaged instruction), and
- c. Service.

A favorable decision requires clear and compelling evidence of the candidate's contributions, impact, and recognition in each of these areas. In addition, this evidence must be documented and verifiable to support a recommendation for tenure and/or promotion. The content of materials that bear on determining if there is "clear and compelling" evidence for tenure is described in the sections that follow. Among the various forms of evidence a candidate for tenure must present, scholarship is weighted most heavily to promote the Department's desire to be a department with the highest standards of **excellence** in academic scholarship. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department and to the candidate's ability and willingness to work cooperatively within the department and the college.

Excellence requires strong evidence of contributions, impact, and recognition in each of these areas. 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.

Research/Scholarly Work

The purpose of research and creative scholarship is the substantive advancement of a field of inquiry or practice, whether by generation of new knowledge, production of new technologies, or development/implementation of new service, training, evaluation, and practice models. An individual's record of activities leading to tenure and promotion must provide evidence of

excellence in one or more of these endeavors. In order to attain tenure and promotion, a faculty member must have established an original, coherent, and meaningful program of research as well as demonstrated and clearly documented a continuous and progressive record of scholarly activity indicative of potential for sustained contribution throughout the candidate's career. Due to the multidisciplinary nature of the Department, scholarship takes many forms and often involves collaboratively generated contributions to new knowledge as well as improvements in service delivery and practice as well as education, training.

The peer review process is the best means of judging quality and impact of the candidate's research and creative scholarship. Evaluations at the CFS departmental level will include an assessment of the quality of the candidate's work and consider discipline-appropriate evidence of the significance of research and scholarly work, as well as the candidate's assignments and associated activities within CFS. A candidate may present the following kinds of preferred documentation of a significant research program: reviews of books and articles; records of competitive honors and awards, grants, and fellowships; criticism and reviews of creative work; reviews of grant applications; citations of the candidate's work; evidence of contributions to policy and practice; the quality and significance of journals, series, and presses by which the candidate's work is published or of other venues in which it appears; invited, refereed, or nonrefereed status of publications; research awards and acknowledgements; and invitations and commissions.

The kinds of documentation should reflect the multidisciplinary nature of CFS, a department that values applied scholarly work that bridges the gap between basic research and actual practice. Consideration for tenure and promotion will also include evaluations by scholars/experts external to the University. External scholars and experts will be asked to evaluate a candidate's demonstrable impact upon research and practice through scholarly publications, innovative new interventions and programs, adoption of the latter by other researchers and providers, inventions, and development and commercialization of intellectual property. In addition, the candidate's Chair/Director and Dean must conduct independent evaluative reviews.

It is noted that in some areas in the broad spectrum of child and family studies, publications or other products may appear only after lengthy or extensive effort, and this is particularly true of community-engaged and/or interdisciplinary work at the local, national, and/or international levels. Integral to the mission and vision of One 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, [international,] global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."¹ 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 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.

Community-engaged scholarship may be demonstrated by high-profile products such as major reports and formal presentations to local, national, or international agencies, adoption of policies or programs by practitioners and service agencies, 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 and promotion must be judged against the appropriate standards within the area of research and creative scholarship, balancing the significance and quality of the contribution with the quantity of publications and other scholarly products. The Department recognizes that the ranking and impact factor for journals vary across fields and that these metrics may be insufficient criteria for judging the candidate’s contributions. Recommendations for tenure and promotion 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.

Teaching

Teaching is defined to include instruction, course development/revision/innovation, advising and mentoring of students, and leadership in activities to advance student development and productive academic achievement. Evaluations of teaching quality are judged with consideration of the candidate’s assignments and associated activities within CFS. A candidate may present the following kinds of preferred documentation to demonstrate excellence in teaching: reviews/evaluations of teaching by other faculty members and students; evidence of contributions to student development; documentation of efforts to improve teaching; recognition of meritorious teaching; course and program development activities; publications related to teaching; the training of others in innovative teaching; the receipt of external funding for student support or personnel preparation; and other forms of documentation that indicate the quality of teaching activities.

These efforts can be represented in a variety of ways including documentation of the following: a review of a candidate’s course that is conducted by a supervisor or tenured faculty member and includes teaching observation and examination of course documents; student course ratings for each course taught during the period included in the application for tenure or promotion; contributions to student development that include leading study abroad programs, supervising special projects for students, guiding service learning, or student projects related to community engagement; contributions to student development that could include advising students, membership on student thesis, dissertation, or field project committees, supervision of a capstone project, supervision of a student during internship or practicum, and mentoring students in teaching; documentation of substantial contribution to student development by serving as a chair or co-chair of students’ thesis, dissertation, or field project committees or supervision of directed

or independent studies; efforts to improve teaching by attending professional development seminars on teaching, incorporating new teaching strategies and emerging technology, conducting research on teaching, or publishing research on teaching in one's field; development or creative utilization of new instructional materials or new technology that contributes to the quality of the instruction as noted during teaching reviews; receipt of teaching or mentorship awards; provision of teaching workshops to faculty (e.g., course development and delivery); participation in instructional activities that could include the development of a new course, new program, or academic concentration; teaching-related publications including textbooks and journal articles; and funding or grants related to teaching including personnel preparation grants, foundation funding, or other funding sources for student preparation. Opportunities to serve as a dissertation Chair/ co- Chair or dissertation committee member within CFS may vary depending on the availability of students and depends on the status of CFS doctoral programs. Therefore, while faculty are encouraged to serve on dissertation committees, the evidence for these activities will take into account the related opportunities at the time.

Service

Service is defined as professional activities that are used to advance a scholarly discipline, contribute to a profession, and/or impact families, schools, the Department, College, University, and community. Service may affect local, state, national, and international policies and practices related to the profession in which faculty are engaged. Although some service activities may be related to teaching assignments and research, they must provide added value to be identified as service.

A candidate may present the following kinds of preferred documentation of **excellence** in service: participating in department, college, and university committees, developing new programs, advising student organizations, serving as editor for newsletters or journals or other editorial service to professional publications, reviewing for granting agencies and publications, activities with national, state, and local news media, filling leadership roles in professional organizations, completing external reviews of tenure and promotion applications for other institutions, and activities related to engaging with the community, such as consulting with community/state/national/international agencies, serving on boards and accreditation bodies, and providing public lectures relevant to the discipline.

Procedures

Faculty should refer to the USF and CBCS Tenure & Promotion Guidelines for information regarding:

1. Promotion;
2. Timing;
3. Reviews (including review of progress toward tenure and promotion);
4. Tenure and promotion committee membership; and
5. Other information about tenure and promotion at One USF. The Department of Child and

Family Studies Governance document contains information on the constitution of the Tenure and Promotion Committee.

External reviewers' appraisal of the credentials of all candidates for tenure or promotion is required. Consistent with CBCS policies, the candidate and the Chair/Director will both generate suggestions for external reviewers. A minimum of three letters (but not to exceed six) will be included in the packet. The Chair/Director and the candidate will jointly select the reviewers. In the event of a disagreement, each party will select one-half the number of the qualified reviewers to be utilized (e.g.: 2 of 4; 3 of 6). All solicited letters, received from external reviewers, should be in the candidate's file prior to the final vote by the CFS's Tenure and Promotion Committee. Mid-tenure review is similar to tenure review but does not include external letters.

Departmental Tenure and Promotion Committee (D-TAP) Committee Consistent with the most current revision of the Child and Family Studies Guidelines for Appointment, Tenure, and Promotion, the Chair of CFS will establish on an annual basis, or as needed, a Departmental Tenure and Promotion Committee (D-TAP) to review applications for tenure and/or promotion for faculty in tenure-track positions and to make recommendations to the Department Chair and the CBCS Tenure and Promotion (TAP) Committee. When possible, Departmental representatives serving on the CBCS TAP Committee should not serve on the D-TAP Committee. In cases where a faculty member serves on both the TAP and D-TAP, the individual may participate in the discussion of the TAP Committee but may not vote on the application at the college level. The D-TAP Committee will consist of no less than three and not more than five tenured faculty members who are at the same rank or higher than the candidate. The size of the committee may be larger at the discretion of the Department Chair and CFS Governance Council. If there is not a sufficient number of eligible faculty to compose the D-TAP, the membership of the committee may be supplemented with tenured faculty from other departments at CBCS or within the University. The Department Chair and the CFS Governance Council will solicit committee nominees from eligible tenured faculty. If more than five people are nominated, the tenured faculty will vote to elect a five-member D-TAP Committee from among those nominated. Nominees to the D-TAP committee must have held a faculty appointment for a minimum of two years. In the case of promotion to full professor, if there are two or less full professors on the T&P Committee, the College Dean shall appoint additional full professors from the College

2. All tenure and promotion reviews are initiated in a faculty member's academic department, flow through the department committee, Department Chair, through a school committee/Director (where appropriate), and college committee, to the RC (with support from the regional vice chancellor (VC), or associate vice chancellor, for academic affairs), then to the College Dean for recommendation to the Provost. Promotion and tenure cases for faculty members on branch campuses (if any) will include a formal review by the RC prior to a College Dean completing and forwarding a recommendation to the Provost.

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The Promotion and Tenure timetable guidelines for tenure earning faculty are posted on the CBCS Intranet annually. The CFS Department Chair distributes the current timetable to CFS Faculty annually.

A. Timing of applications

Following an initial period in rank, normally at least two years, a candidate may apply for tenure 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 department and college levels. Additional merit beyond the normal criteria for advancement, specified clearly in department tenure and promotion documents, is not required.

B. Exceptions to the standard probationary period

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 the candidate's probationary period. The request must be made in writing and must be approved by the Department Chair/School Director, Dean, and Provost. Ordinarily, extensions of more than two years beyond the college's designated probationary period will not be permitted.

Approval History

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Approved by Dean Serovich: April, 2015

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Approved by CFS Faculty: May 20, 2020

Approved by Dean Serovich on May 20, 2020

Approved by Vice Provost Garey on May 29, 2020

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