8. TENURE AND PROMOTION CRITERIA

UF TENURE AND PROMOTION CRITERIA

The criteria for promotion or for granting of tenure shall be relevant to the performance of the work which the faculty member has been assigned to do and to the faculty member's duties and responsibilities as a member of the University community. These criteria recognize three (3) broad categories of academic service as follows:

1. Instruction, including regular classroom teaching, direction of theses and dissertations, academic advisement, extension programs, and all preparation for this work including study to keep abreast of one's field.
2. Research or other creative activity including scholarly, peer-reviewed publications.
3. Professional and public service (including clinical service).

Extension service may be inclusive of the three broad categories of academic service described above.

In most cases, promotion and tenure should require distinction in at least two (2) of the three (3) categories, one of which should be that of the faculty member's primary responsibility, although merit should certainly be regarded as more important than variety of activity.

IFAS AND DEPARTMENTAL DISCIPLINE-SPECIFIC CLARIFICATIONS OF THE UF CRITERIA

Faculty members are expected to perform at an outstanding level in their assigned areas of responsibility with productivity that is proportional to their assignment. Regardless of the number of functional areas of assignment, it is expected that the faculty member will meet the professional responsibilities normally expected for service.

College of Agricultural and Life Sciences (Teaching):
For faculty with a teaching assignment, evidence of distinction as an educator for that portion of FTE assigned to teaching is necessary. Distinction may be evidenced in a number of ways, including course and curriculum development and improvement, student and peer evaluations of instruction and advisement, and involvement in counseling students in programs of study and research including service on graduate committees and supervision of masters’ theses, doctoral dissertations and other student research and activities. Other indicators of distinction include the development and use of innovative teaching methods, teaching contracts and grants, relevant publications, software and other creative activities (the scholarship of teaching), as well as teaching awards and the faculty member’s involvement in professional development opportunities designed to enhance teaching proficiency and service to students.

Florida Agricultural Experiment Station (Research):
For faculty with a research assignment, distinction in the scholarship of discovery, innovation and applications based research is necessary for tenure and/or promotion. There must be evidence of an organized, significant and long-term research program proportional to the percent of FTE assigned to research. Demonstration of competence in design, conduct and interpretation of original research must be documented. Research distinction may be evidenced by scholarly work published in refereed journals, development of, or contributions to, publications for use by producers and other clientele, and scholarly products and activities such as books, patents, cultivar releases, software and other creative works. Other indicators include extramural support, interdisciplinary or cooperative research efforts, and scholarly presentations at professional meetings and conferences. Service on graduate committees and supervision of masters' candidates and/or doctoral candidates to degree completion is required.

**Florida Cooperative Extension Service (Extension):**
For faculty with an extension assignment, effective contribution to the planned non-degree educational programs of UF/IFAS for that portion of FTE assigned to extension is necessary for promotion and tenure. Distinction in this area may be evidenced by effectiveness in obtaining, integrating and organizing educational resources into programs directed to meet the needs of extension clientele (general public, producers, industry groups, families, youth and other relevant audiences); the design and implementation of educational experiences (the scholarship of application) appropriate to priority needs identified; the packaging of research based information into program materials such as bulletins, fact sheets, newsletters, mass media messages, electronic publications, distance education, and public displays; and documentation of educational program impacts. Other indicators include participation in professional development and training opportunities to remain current with scientific and methodological developments, extramural funds received, and recognition by peers and clientele as a leader in the assigned areas of responsibility. State Extension faculty members are expected to show evidence of collaboration with county faculty and involvement in in-service education for county faculty.