

Appendix II

Department of Retail Merchandising and Product Development The Florida State University Criteria and Procedures for Promotion and Tenure

The Department of Retail Merchandising and Product Development embraces a professional view of teaching, research, and service that takes into account the individual, including position, rank, and years of service, as well as the goals of the department and the mission of the College of Human Sciences to promote the health and well-being of individuals, families, and communities.

The university's criteria for promotion or for granting tenure recognize three broad categories of academic endeavors as follows:

1. Teaching, including regular classroom teaching, direction of theses and dissertations, academic advisement, and all preparation for this work including study to keep abreast of one's field.
2. Research and other creative scholarship, including peer-reviewed publications and juried exhibitions.
3. Institutional, discipline, and external constituent service.

The criteria used to determine recommendations for promotion and award of tenure for faculty are designed to be consistent with statutory requirements, the *Faculty Handbook (University Policies and Procedures 10.4.2)*, and the Collective Bargaining Agreement. Any given item of evidence is not in itself a guarantee for promotion/tenure but it is the overall whole and sum of the parts as evaluated by PTE committees.

Research

Candidates for promotion and tenure should develop and maintain a strong program of independent research, with a clearly articulated intellectual stream of work that is evident in publications, presentations, and grants. The scholarly effort should be of sufficient quality and quantity to indicate the beginning of a national reputation in the candidate's discipline. A productive research program is based on the following criteria:

- Research that is consistent with the University Guidelines for Promotion and Tenure (10.4.2 University Criteria for Promotion and Tenure)
- Research that is consistent with the Assignment of Responsibilities
- Evidence of high quality research publications and creative scholarship in one's discipline, including articles in high quality journals and juried exhibitions.
- Citations of the candidate's work
- Submission of competitive grant proposals
- Other indicators include:

- Receipt of external grants or contacts
- Receipt of fellowships
- Invitations to publish or present research
- Direction of graduate research

Assistant Professor:

The research efforts should demonstrate intellectual independence from prior mentors and current collaborators and a focused stream of research.

Promotion to Associate Professor and Tenure:

A record of effective scholarship which shows the candidate's promise of becoming a leading scholar in a focused area of expertise is required for promotion and tenure to associate professor. The scholarly effort should be of sufficient quality and quantity to indicate the beginning of a national reputation in the candidate's discipline and a high probability of continued growth.

Promotion to Full Professor:

An outstanding record of scholarship that has established national and international stature is required for promotion to professor. The scholarly activity will be in a focused area of research in the discipline and include citations by other researchers.

Teaching

A major function of the university is teaching. Candidates for promotion and tenure should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching. Effective college teaching is based on competence in subject areas taught, learning practices, a commitment to student learning, and skill in promoting a productive learning environment. Candidates should contribute to improving educational outcomes of students in the department and the profession. It is incumbent upon the candidate to provide evidence of distinction.

Distinction in teaching may be evidenced in a number of ways:

- Student evaluations
- Peer evaluations
- Course development and improvement
- Publication of textbooks
- The faculty member's record of individual mentoring of students at the graduate and undergraduate levels
- Evidence of teaching scholarship. Examples would include instructional grants to enhance teaching and courses, articles published, and refereed publications focused on teaching and the development of teaching materials
- Teaching Awards (College, University, &/or National)
- Evaluation of the teaching statement and materials provided by the faculty member

- Evidence of participation in programs to improve one's teaching, such programs at the college and university levels, as well as through one's profession.
- Directing students who publish peer-reviewed papers or earn student awards from professional organizations [Note: this is more general and can include awards for best paper as well as dissertation awards]
- Educational outreach

Assistant Professor:

Growth in teaching expertise and effort in continuous improvement is expected in response to student and faculty feedback.

Promotion to Associate Professor and Tenure:

A sustained record of effective teaching is expected as indicated by required student evaluations and peer evaluations, as well as involvement in advising and mentoring undergraduate and graduate students. Other indicators suggested for distinction can be included as applicable to show teaching competence

Promotion to Full Professor:

A sustained record of effective teaching at the bachelors, master's, and doctoral levels is expected as indicated by required student evaluations and peer evaluations, as well as involvement in advising undergraduate and graduate students. Evidence of mentorship and leadership in course/curriculum development is expected. Other indicators suggested for distinction can be included as applicable to show teaching competence

Service

Evidence of some professional service as a member of committees at the department, the college, or the university level and/or extramural committees related to scholarly achievement or the administration of professional associations is expected.

Service is of three types: (a) service to the institution that embraces activities which sustain the University and enable it to carry out its academic goals; (b) service to the discipline contributes to the function and effectiveness of the faculty member's profession; (c) service to external communities reaches out to constituencies such as government agencies, industry, and other entities where academic knowledge intersects with practical affairs and problem solving.

Assistant Professor:

During the first year of appointment, beginning assistant professors are not expected to perform service activities. During second and subsequent years, faculty members are expected to assume limited department and college service responsibilities, such as committee membership and participation. Focused participation in and contribution to a scholarly and professional organization is recommended.

Promotion to Associate Professor and Tenure:

An associate professor is assumed to accept not only participation in department and college activities, but also to assume a leadership role in a limited number of these activities, and to accept responsibility for performance of service at the university level. Focused national contribution via a scholarly and professional organization is expected. Limited and focused

contribution in other service activities, as outlined in the Collective Bargaining Agreement are recommended in so far as the professional reputation of the faculty member and department is enhanced.

Promotion to Full Professor:

The individual at the level of full professor has a wide range of opportunities for service that are expected to shift with time and career advancement. The assumption of leadership roles is a basic expectation. Leadership contributions may be performed in department, college, and university committees, in community, state, national, and international organizations, and in professional journal editorial boards.

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