One major question in the minds of new faculty is: What must I do to earn tenure and promotion? A successful academic career requires that faculty balance multiple demands. You must teach well and promote student learning, establish a productive agenda for scholarly and creative activity, serve as a good citizen of your department, your discipline, the university, and the community, and maintain a sane balance between meeting the demands of professional work and protecting the quality of your personal and family life. This handout provides an overview of the three criteria used in tenure and promotion evaluations and describes strategies that will help you meet these criteria and maintain a satisfying work-life balance.

Teaching
Evidence of effective teaching is critical for the award of tenure and promotion. If you do not already have a teaching portfolio, begin gathering materials for one now. A teaching portfolio should include a statement of your teaching philosophy and documentation that illustrates how you implement this teaching philosophy in your classes. Take some time to reflect on your teaching goals and draft a statement of your teaching philosophy. Create a personal teaching portfolio that includes copies of the syllabus for each course you teach, descriptions of important assignments, rubrics you use to evaluate student work, feedback and evaluations from colleagues who observe your teaching, and other artifacts that document your approach to teaching and the impact of your teaching on student learning. Use evidence from assessments of student learning to reflect on how you structure courses and design learning activities and document improvements you make over time. The materials collected in your personal teaching portfolio will become an important resource that will enable you to select the best artifacts to document the quality of your teaching in your tenure and promotion portfolio.

Research, Scholarship, and Creative Work
Faculty who receive tenure are expected to have established an ongoing program of scholarly and creative projects that produce research publications, creative works, and other scholarly products that meet the standards of scholarship defined within the discipline. Tenure review may be six years in your future, but scholarly work moves through the peer review and publication process slowly. Develop a disciplined approach to engage in scholarly work regularly to ensure that you build a sufficiently substantive body of published or creative works for the tenure review. Academic life presents multiple demands on time that can create challenges for establishing a regular program of scholarship. Your academic department is probably smaller than the one where you completed your graduate training. You might find that you are the only member of your department in your specific area of scholarly expertise. Develop a network of colleagues with whom you can discuss research. Join a listserv or other network of scholars in your field. Submitting a finished manuscript to a journal editor, completing a creative project, designing a new research project, or submitting a grant proposal are tasks that are vulnerable to procrastination. When you are the only person who monitors task completion and holds yourself accountable, you may find that other tasks with more pressing, externally-monitored deadlines take priority. Find someone who will hold you accountable to meet deadlines for your projects (your “official nag”). If possible, establish collaborative relationships for your research and scholarly work. Collaborators are good sources for mutual support because each person serves as the official nag to other group members. Consider developing an interdisciplinary component for your scholarly work through the Research Connections web site.

Service
Service includes participation on committees in your department, in your college, at the university level, in professional organizations in your discipline, and in community groups that benefit from your professional expertise. Although personally rewarding and valuable to the community, participation in the church choir, your child’s school activities, and similar service that does not require your professional expertise will not provide strong evidence for service in a tenure and promotion portfolio. During your first year at UWF, you might receive limited assigned service responsibilities. Identify and request service activities and committee assignments that will best fit your skills and disposition. Consult with your department chair and senior faculty to determine the most effective way to meet the service criteria for your department.

Strategies for Success
Educate yourself about department expectations and criteria
Begin talking about the expectations for tenure and promotion in your academic department with your chair before the end of your first semester at UWF. Obtain a copy of the department bylaws, which should include a description of the departmental criteria for teaching, research and scholarship, and service. Review the university guidelines on tenure and promotion on the Academic Affairs web site.

http://uwf.edu/offices/academic-affairs-division/awards-recognition/promotion-tenure/
Establish relationships with multiple mentors
Your department chair plays a role in mentoring your progress toward tenure through the annual evaluation process and when you prepare for tenure review. Your departments will identify a mentoring committee for you. Determine who your departmental mentors are and establish a regular pattern of meeting. One mentor rarely meets all mentoring needs. Develop your own team of mentors to meet specific needs. A good mentoring team will include individuals with expertise in different areas. Identify mentors for each area evaluated for tenure and promotion (teaching, research, service). Include a senior faculty member who understands the operation of your department and college. A junior faculty member can be a useful sounding board when developing teaching strategies that use new technologies or exploring new research methods. Select an individual who is productive in publishing his or her work and is willing to serve as a writing mentor, give you gentle reminders about writing deadlines, and give you honest feedback about drafts of your writing. A writing mentor with experience as an editor is priceless. Consider opportunities to seek career advice from administrators, especially if you are interested in taking on a leadership role in higher education later in your career. Obtain mentoring feedback about teaching and advising from students through course evaluations and mid-semester focus groups (available through CUTLA). Consider seeking advice about work-life balance (or just getting an outside perspective on university life) from an external mentor. Participate in Teaching Partners to identify a mentor for teaching. Explore Research Connections to identify potential research collaborators at UWF. When you begin preparing your tenure portfolio, locate a colleague who is also preparing a tenure portfolio in your department or in your college. “Tenure Buddies” can provide mutual support while developing their portfolios. They can share ideas about organizing and documenting their professional work, remind one another of deadlines, and review one another’s narratives.

Explore opportunities to obtain funding for your research
Attend the annual Faculty Friday on research to learn about internal and external funding for research and scholarly activities. Visit Research and Sponsored Programs (Building 11, Room 109) to discuss your research interests with Susan Feathers (all colleges) or the grants specialist for your discipline (Theresa Byrd, College of Business, College of Professional Studies; Carol Rafalski, College of Arts and Sciences, Academic Technology Center, Student Affairs). Set up an account for Funding Alerts from the Community of Science research database and other opportunities for external funding for research and scholarship.

Meet the subject specialist reference librarian for your discipline
The subject specialist will acquaint you with the UWF Libraries’ specialized databases and resources in your discipline and act as a point-of-contact for your collection development and library instruction needs. You can request custom library instruction workshops for your classes that are designed to address specific research skills required for assignments and receive assistance in creating assignments that promote information literacy skills. Tutorials and subject research guides on a variety of topics (including faculty promotion) are also available online. You can find the name of the subject specialist for your discipline and other resources for faculty on the library web site.

Develop collegial relations with other faculty
As a graduate student, you may have shared research interests with students in your program, your major professor, your dissertation committee, and several other faculty members in a large department. A common problem for new Ph.D.s as they make the transition from graduate student to life as a faculty member is a sense of isolation. Pay attention to the new boundary between you as a faculty member and students. Charles Brewer advises that the best course of action with all your students is to be "friendly, but not familiar." Establish contacts with researchers in your area of interest. If possible, attend disciplinary conferences, but develop regular contacts through electronic communications. E-mail, listservs, and professional social network sites such as LinkedIn provide many opportunities for conversations with colleagues in your discipline. Develop and nurture collegial relations with faculty across the university. Service on departmental, college, and university committees is an opportunity to build a collegial network on campus. Attendance at CUTLA Faculty Fridays, Teaching Partners, and other CUTLA events are opportunities to meet faculty outside your department or college.

Attend CUTLA workshops on teaching, professional development, and assessment
CUTLA offers workshops, individual confidential consultations, and extensive web resources on topics related to teaching, professional issues for academic careers, and assessment of student learning for improvement of curricula and teaching strategies. Teaching workshops include guidelines for course design and syllabus construction, teaching strategies that engage students and promote deep learning, procedures for efficient grading that gives students useful feedback, guidance on the use of assessment of student learning to improve courses and academic programs, and strategies that promote academic integrity.

Attend ATC workshops on effective teaching with eLearning
The Academic Technology Center supports faculty in the development and implementation of quality online courses at UWF. The ATC web site is a rich source of information about effective teaching strategies for the online environment. ATC also offers courses and training for faculty who will teach for the first time in an online environment, one-on-one consultations, and workshops on how to use new technology tools for teaching. Consider requesting a Quality Matters peer review to document the quality of your online course design in your teaching portfolio.