

# Faculty Handbook

## Faculty Handbook

### 1. Basic Philosophy

The primary mission of the School of Aging Studies (SAS) is excellence in applied aging research and education. The SAS conducts research that is aimed at improving the well being of older adults; provides educational programs that prepare students for careers in aging research practice, administration, and policy; and provides service by disseminating the latest knowledge in applied aging. In particular, SAS priorities for research, education, and service include:

The faculty and students of the SAS conduct applied, basic, and policy research that improves our knowledge of the aging process, age related problems, and programs and policies, which can improve the well being of older persons. Research findings are communicated to the scientific community through scholarly publications and presentations.

The SAS educates the next generation of gerontologists so that they can promote the well being of older persons and advance the field of aging studies through the development and administration of appropriate services and programs and through the conduct of significant applied, basic, and policy research in aging studies, gerontology, and geriatrics. The SAS educates students specializing in other academic and professional areas about aging issues and educates practicing professionals about important issues in the fields of aging studies, gerontology, and geriatrics. Students gain knowledge of key aging studies content, and the ability to communicate this knowledge in both oral and written formats. Professionals in the field gain knowledge of current best practices and updates about the field through continuing professional education programs.

The faculty and students of the SAS share their knowledge and expertise related to aging via service to individuals, community organizations, professional societies, state and federal agencies and other units at the University of South Florida. Service activities include lectures, workshops, consultations, community engagement, memberships on boards and committees, and other efforts to promote knowledge about aging and improve the well being of older persons. Our highest priority for service activities are those that enhance our primary mission of recognition as a center for excellence in applied aging research and education.

In developing appropriate procedures for promotion and tenure decisions we have considered the goals we desire to attain in building our SAS as well as college and university policies.

We desire a SAS with high visibility in the national and international aging studies

community that makes substantial scholarly contributions to basic,

levels within the SAS: the Tenure and Promotion Committee, and the Director of the SAS. The Tenure and Promotion Committee reviews relevant data and makes a recommendation, including a minority recommendation if necessary, to the SAS Director. The Chair of the Committee will prepare a summary of the recommendation and its rationale, which (s)he will circulate to the other Committee members for approval. The candidate's promotion/tenure packet, the results of the faculty ballot (when appropriate), and the Committee's recommendation will be made available to the candidate for review and comments, if so desired, prior to forwarding to the SAS Director.

The SAS Director independently makes a parallel recommendation. The candidate again has the opportunity to review and comment, if so desired, prior to the Director forwarding the packet to the College Tenure/Promotion Advisory Committee and the Dean.

The candidate's promotion/tenure packet, the results of the faculty ballot (when appropriate), the committee's recommendation and the SAS Director's recommendation are forwarded through the Director of the SAS to the College Tenure/Promotion Advisory Committee and the Dean. Before forwarding these materials, the SAS Director will inform the candidate of the outcomes of this process.

It is recognized throughout the field of gerontology that simple numeric indices of faculty performance do not exist and should not be created. Faculty activity is multivariate and demands careful and detailed scrutiny of all relevant aspects weighted as appropriate to the case. Faculty ~~will~~ ~~be~~ ~~evaluated~~ ~~by~~ ~~the~~ ~~College~~ ~~Tenure~~ ~~Promotion~~ ~~Advisory~~ ~~Committee~~ ~~and~~ ~~the~~ ~~Dean~~ ~~and~~ ~~the~~ ~~SAS~~ ~~Director~~ ~~will~~ ~~reege~~



The granting of tenure is a prediction of future performance rather than a reward for past achievement. Tenure 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 Aging Studies, a first rate teacher, and a good citizen of the Department.

a. Research

There should be evidence of sustained commitment to excellence in research. In the evaluation of research, considerations should be given to

The Indicators and Means of Evaluation listed below are consistent with both the SAS mission/vision and university strategic priorities. In particular we include indicators of numbers of publications, number of citations, fellowships and awards, competitively funded extramural research, and PhD completion, all of which are key outcomes measured as part of USF's Strategic Plan.

There are multiple means through which faculty can demonstrate excellence in research. For some indicators, there are multiple possible sources of evaluation, at least one of which should be attained in order to demonstrate excellence in research.

Publications independent of prominent  
mentors  
Research Narrative Statement  
Eh iv

Citation of research in government policy documents  
Evidence of impact of research on legislation or policy  
Evidence of dissemination of



following preferred indicators. These indicators and means of evaluation are meant to be representative, and not exhaustive.

E B O Readings, lectures, and other	E E E E
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	<p>PhD student excels in job</p> <p>Letters of reference for PhD students</p>
<p>Successful mentorship of post doctoral fellows</p>	<p>Postdoc hired for job</p> <p>Letters of reference for Postdoc</p> <p>Gaining funding for postdoctoral fellows</p> <p>Coauthorship with postdocs</p> <p>Conference presentations w/postdocs</p> <p>Postdoc hired for job</p> <p>Continued record of publication for postdoc</p> <p>Postdoc excels in job</p> <p>Letters of reference for postdocs</p>
<p>Successful mentorship of MA students</p>	<p>Coauthorship with MA students</p> <p>Conference presentations with MA students</p> <p>MA student hired for degree relevant job</p> <p>MA student admitted to graduate/prof program</p> <p>Letters of reference for MA students</p> <p>MA student awards</p>
<p>Successful mentorship of undergraduates</p>	<p>Chaired/completed Senior Honors Thesis</p> <p>Served on Senior Honors Thesis committees</p> <p>Coauthorship with undergraduates</p> <p>Conference presentations w/undergraduates</p> <p>Undergraduates work in research lab</p> <p>Student awards</p> <p>Letters of reference for undergraduates</p> <p>Admitted to graduate/professional program</p> <p>Student hired in degree relevant job</p>
<p>National/international impact on aging studies instruction</p>	<p>Presentations on instruction</p> <p>Publications on instruction</p> <p>Awards for teaching, mentorship</p> <p>Service on national committees focused on aging studies instruction</p>
<p>Contribution to curriculum development</p>	<p>Service on curriculum revision committee</p> <p>Producing draft curriculum revision documents</p> <p>New development or revision of face to face courses</p> <p>New development or revision of web based courses</p> <p>New development or revision of courses in response to the current, specific needs of the</p>

community

agencies, media interviews, and public lectures relevant to the discipline. In addition, because collegiality and citizenship are integral parts of faculty

