

**School Of Information**  
*University of Michigan*

**Criteria for Promotion and Tenure**

Adopted by the School on June 7, 1999 (modeled after an earlier version that was originally adopted on October 22, 1970, and revised on April 12, 1973, March 15, 1979, and February 16, 1984).

The faculty of the School of Information at the University of Michigan seeks to be a community of scholars in which the use of creative intelligence is rewarded. In making decisions on the retention and advancement of members of this community, the major criteria are excellence in research, teaching, and service. The usual expectation is that achievement in these areas is sustained throughout the period of time under review, but special consideration can be given to unusual accomplishments with high impact.

In each of these areas the candidate is asked to provide a summary of his/her goals, accomplishments, and most significant contributions. In addition, input on all areas is requested from faculty colleagues, students, administrators, and external reviewers.

**I. Research and Publication**

The University of Michigan is a research institution, and research that results in peer-reviewed publication is essential for consideration for promotion and tenure. In evaluating a faculty member's research efforts and the resulting publications, careful attention is given to the quality of the work and the relationship to the School's goals and objectives. Evidence of an integrated program of work leading to a significant impact on the field is particularly important. Such judgments are made on the basis of the work itself and evidence of its originality and significance as assessed through internal and external evaluations.

The quality of this research is evidenced by articles in refereed publications of established quality, books and chapters that receive sufficient critical acclaim, graphic and aural media of recognized significance, software or other technical accomplishments judged by peers as original and intellectually important, grants from agencies that employ peer review, and invited presentations at major professional meetings. Membership on editorial boards of major journals, participation in the peer review process at federal funding agencies, major prizes or awards for research accomplishments, and attainment of office in research societies constitute collateral evidence of excellence in research. A significant element of the evaluation is letters from external reviewers at peer institutions, and others who are recognized authorities in the area of research.

The School of Information intends to support collaborative research by its faculty. Such research often results in co-authored papers and grants with multiple PIs. Evidence will be sought from collaborators and from external reviewers that the faculty member has been a major contributor to the collaboration.

Promotion from Assistant to Associate Professor requires the establishment of a national reputation in research, while promotion from Associate Professor to Professor requires achieving national and international prominence. In other words, to be promoted to Associate Professor one needs to achieve a substantial reputation, whereas to be promoted to Professor one needs to achieve leadership in one's field.

## **II. Teaching**

A faculty member's contribution to teaching at the School of Information is necessary for promotion and tenure. Teaching refers to the broad spectrum of activities that involve working with students, including formal classroom teaching, advising students, mentoring doctoral students, the development of courses, curricular planning, instructional innovation, and academic outreach.

Teaching effectiveness will be measured in a variety of ways. Formal instruction will be assessed through formal course evaluations, classroom visits by colleagues, and invited commentaries from past and present students. Advising and mentoring effectiveness will be assessed through evidence of the number of students, their progress, and invited commentaries. Course development, curriculum planning, and instructional innovation is demonstrated through course materials and related documentation. Teaching awards or other comparable recognition would also be important. Feedback on teaching effectiveness will also be sought through internal and external peer review.

## **III. Service**

Service to the School, the University, and to one's profession, as well as relevant service to society, are important in assessing the overall contribution of the faculty member. Service contributes to the School's development, the enhancement of the University, the furtherance of one's profession, and the University's impact on society.

The quality of one's service is especially important, but there are different expectations at varying points in one's career. In general, an Assistant Professor is expected to serve on important School committees, whereas an Associate Professor is expected to lead such School committees, serve on University committees, and assume significant responsibilities in one's profession. Professors are expected to attain leadership positions in most of these areas.

The quality of service can be assessed through accomplishments of bodies in which one has served, commentaries from associates or chairs of committees, letters that document significant appointments or accomplishments, awards for service accomplishments, and comments by internal and external evaluators.