

**Criteria for Consideration for Appointment, Promotion and Tenure Evaluation in the  
College of Education, Florida Atlantic University  
(Approved by Faculty Assembly April 2018, Approved by Provost Office August 2018)**

**General Statement**

This document provides college-wide criteria for all tenure-track faculty in the College of Education concerning the appointment, promotion, and granting of tenure. It defines the college's overall expectations in accordance with and no less rigorous than the university criteria. Criteria for appointment, promotion, and tenure are focused on achievements and promise in the areas of Instruction, Scholarship/Research and/or Other Creative Activity, and Service.

**Faculty Rank upon Appointment**

All those involved with the faculty employment search process need to appreciate the importance of the hiring decision. For all professorial appointments, faculty must assess the potential of the candidate to help the respective department and the college further their goals and objectives and whether the candidate meets the college criteria at the rank under consideration. Candidates being considered for assistant professor must demonstrate evidence of potential for excellence in instruction, scholarship/research and/or other creative activity, and service. Appointment is made on the judgment that individuals are capable of reaching promotion to associate professor and tenure within a maximum six-year period. For appointment of faculty as associate professors or as professors, faculty involved in the search process should evaluate whether candidates demonstrate excellence according to the appropriate rank in the three areas of instruction, scholarship/research and/or other creative activity, and service.

**Granting Tenure as a Condition of Employment**

Before promising a prospective faculty member that he or she will be recommended for tenure as a condition of employment, the Dean must solicit the vote of the COE P&T committee. Although it might not be possible to assemble a complete tenure packet for such candidates, the packet must include at least an up-to-date resume, a record of the professor's tenure at other universities, a sample of the candidate's major research accomplishments, and three letters of recommendation which can include letters submitted for application (preferably from people of national reputation in the professor's field), a vote of the tenured faculty in the FAU receiving department and letters of recommendation from the FAU Department Chair and the FAU Dean (which includes the vote of the College Promotion and Tenure Committee).

**Promotion and Tenure**

Promotion and tenure awards are a measure of recognizing, protecting and promoting professional excellence over the course of an individual's academic career. It is recognized that there is no single model that can prescribe competence and excellence across all disciplines

within the College of Education. This document is intended as a series of general criteria appropriate for assisting individuals in establishing professional objectives to meet their professional goals in the College of Education, Florida Atlantic University. The evaluation of candidates for promotion and tenure must reflect their assignment and, with reference to those assignments, be based on their accomplishments in instruction, scholarship/research and/or other creative activity, and service.

The promotion and tenure guidelines criteria outlined in this document have been developed to maximize pre-judgment within the College of Education. It is expected that faculty members shall meet the highest standards for their disciplines. **The completion of minimal criteria does not guarantee promotion and/or tenure. Candidates must present an interfolio including as many indicators of excellence as possible.** Additionally, the accomplishments of faculty members beyond these minimal criteria must be considered in relation to the resources (e.g., library access, graduate assistants, research equipment, facilities, etc.) made available to them and in light of their annual assignment.

Candidates should refer to promotion and tenure guidelines contained in the most recent BOT/UFF Collective Bargaining Agreement, available on the Office of the Provost website. The peer review process entails examination by colleagues within and from outside the institution. See peer review procedures at <http://www.fau.edu/provost/faculty/collective-bargaining.php>. Candidates should also refer to university documents related to promotion and tenure that are available on the Office of the Provost website, including the Promotion and Tenure Portfolio Guidelines Memo; Promotion and Tenure Forms; CV Template for Promotion and Tenure; Criteria for the Appointment, Promotion and Tenure of Faculty; and Principles for Creating Criteria for Promotion and Tenure of Faculty. See these documents at <http://www.fau.edu/provost/faculty/promotion-tenure.php>.

All tenured faculty members holding the rank of Associate Professor or Professor will vote by secret ballot on promotion applications and tenure applications of members of their department. (Added April, 2002) (See COE Promotion & Tenure Voting Procedures).

Indicators of competence and excellence are presented as evaluation guides in this document. It is to be understood that items may be listed under only one category (instruction, scholarship/research and/or other creative activity, or service). It is also understood that there is to be no duplication of entries within a category: (e.g., if a candidate meets the requirements of publishing an edited book for promotion to the rank of professor, the candidate cannot cite authorship of a chapter in that same book as an additional indicator of excellence). The sections which follow highlight the requirements for consideration for promotion and tenure. Criteria of indicators for competence and excellence are also presented.

A Criteria-Data Table is required of all candidates and is to be included as an additional document included in the interfolio. The table is intended to provide an easy format to find information about accomplishments relative to approved criteria.

The Criteria-Data Table is divided into three categories: Instruction, Scholarship/Research and/or Other Creative Activity, and Service. For each category, the COE established indicators of excellence that are presented together with a candidate's supporting data. For each category, it also presents COE indicators of competence together with a candidate's supporting data. The table will be useful to reviewers assessing the level to which an applicant does not meet, meets, or exceeds approved criteria.

The COE dean's office will provide a spread sheet no later than May of each year which summarizes the status of all tenure-track faculty according to: time line for Third Year review, and time line for Promotion and Tenure review. The spread sheet should be updated early fall to include any changes, such as new faculty hired over the summer. A spread sheet for associate professors seeking promotion to professor should also be provided. This will help to ensure that faculty and department chairs have accurate information so that they can plan accordingly. All tenure-track faculty should be notified by the chair, in writing, annually about their status and timeline for third year reviews and/or dates for application for tenure.

### **Promotion**

To be considered for promotion, candidates must demonstrate continuous commitment to instruction, scholarship/research and/or other creative activity, and service. Candidates must contribute to their respective disciplines through original work including activity demonstrated through publication of scholarly books, refereed articles, and refereed papers or other comparable works. In some disciplines, creative activity may be considered in addition to scholarly publications. The candidate must demonstrate commitment to and ability in teaching and related instructional activity, for example, excellence on teaching and peer evaluations, and instructionally related activity such as advisement, student mentoring, and curriculum development. Commitment to service must be demonstrated through contributions to the department, college, university, profession and community engagement. The quality of instruction, scholarship/research and/or other creative activity, and service shall be evaluated.

### **Tenure**

To be considered for tenure, candidates must meet the criteria for promotion to associate professor. An untenured assistant professor must apply for promotion to associate professor at the same time he or she applies for tenure. The promotion application will be considered first and, if a positive recommendation is made, the candidate may be considered for tenure. Promotion to associate professor is not sufficient for a recommendation of tenure. Promotion is based on accomplishments to date but tenure recommendations are based on the likelihood that the candidate will make continuing and valuable contributions to the institution and the discipline.

Tenure implies a life-long commitment to instruction, scholarship/research and/or other creative activity, and service at the university level. **A person receiving tenure will, at the minimum, have a continuing record of quality scholarship/research and/or other creative activity, quality teaching evaluations, and will have demonstrated continuing meaningful service to the college, university, and profession.** Teaching and service will be viewed in relationship to the total number of years the individual has been employed in a college or university tenure track position. Candidates may elect to have accomplishments throughout their professional career considered. According to University guidelines, the tenure decision considers the entire academic career. However, the candidate's accomplishments and activities while at FAU should weigh heavily. Criteria for tenure evaluation shall be based on criteria used for promotion to the rank of associate professor. In all cases, the guiding question is a simple one:

**"Will the College be made better and stronger by its relationship with this professor over the remainder of his or her academic career?"**

### **Guidelines for Promotion and Tenure Evaluation Criteria**

General guidelines for promotion and tenure criteria in each of the areas of instruction, scholarship/research and/or other creative activity, and service are provided below. The nature of scholarly enterprise requires flexibility and freedom, and should reflect a pattern of quality productivity. The approach of the College of Education is to provide a set of general guidelines with a variety of contributions to the goal of excellence.

#### **Instruction Criteria**

In the area of instruction, candidates must provide evidence of excellence in teaching including activities that contribute to the learning and growth of students. Such activities include demonstration of effective teaching as evaluated by both students and peers. Candidates are expected to submit additional evidence of merit such as those identified by the COE indicators of excellence.

#### **Scholarship/Research and/or Other Creative Activity Criteria**

Both quality and quantity of research, scholarship, and creative activity are important. Thus, assuming at least an average of one peer reviewed publication per year, quality of contribution to the body of knowledge is the major criterion. This could include a combination of peer reviewed articles, monographs, book chapters, and books. Indices of quality include (but are not limited to) those listed in the Indicators Table. The burden is on the candidate to establish the quality of all work.

Collaboration in research and scholarship is embraced. However, candidates are encouraged to develop a balanced publication record that includes individual contributions to the body of knowledge and an indication that the candidate was one of, if not the most important contributor to

the work.

The candidate shall provide evidence of additional scholarly contributions such as those identified by the College of Education indicators of excellence.

### **Service Criteria**

Service represents the constructive contribution to collegial decision making performed by faculty at each of the different levels of the university. While service criteria reflect the activities of individual faculty at different levels, programs, departments, the college and the university, it must be emphasized that the services being rendered go beyond the individual.

#### Role of Department Chairs:

Faculty service assignments should be guided by the department chair/annual assignment and should reflect the equitable distribution of responsibility across the unit.

#### Role of Candidates for Promotion and Tenure:

Candidates should make a case for how and why they have selected the constellation of service responsibilities – whether in external or internal service. Documentation on the curriculum vita, tables, and self-evaluations must distinguish where, when, and how faculty service contributes to both FAU and the academy beyond FAU (e.g., profession and disciplinary associations), community engagement, mandated service, and annual assignments. This documentation must include statements as to the quality and extent of the service; there is a distinction between doing a task and doing a task well. It is the faculty members' responsibility to highlight their quality contribution. Note that merely stating that you were a member of a committee – on a vita or in tables - will not reflect the quality of service provided.

### **Promotion to Associate Professor**

Promotion to the rank of associate professor means that the candidate has demonstrated a continuous record of **exemplary research and scholarship** as reflected by assignment. Scholarship is viewed in relationship to the total number of years the candidate has been employed in a college or university in a tenure track position. Candidates may elect to have scholarship activities throughout their professional career considered. According to University guidelines, the tenure decision considers the entire academic career. However, the candidate's accomplishments and activities while at FAU should weigh heavily. Criteria for tenure evaluation shall be based on criteria used for promotion to the rank of associate professor. The promotion decision generally will consider the degree to which the candidate's research, scholarship, or other creative activities reveal specialization rather than a series of unrelated products. Individuals seeking the rank of associate professor must demonstrate that they have made a successful transition to mature researcher/scholar who demonstrates they are capable of developing research/scholarly projects and bringing them to successful conclusion. The candidate must demonstrate active engagement in activities central to the discipline appropriate

to their faculty appointment.

Additionally, the candidate will present evidence of quality teaching performance. Candidates must demonstrate excellence in and commitment to both instructional and appropriate teaching activities. As appropriate, candidates are encouraged to demonstrate excellence and commitment to applicable professional activities related to teaching. The candidate should be evaluated on the basis of his or her ability to make successful and lifelong contributions to the department and college's instructional programs.

In the area of service, promotion to associate professor requires the candidate to have a record of responsible participation in some service activities at the department, college, or university levels. As well, it is expected the candidate will have appropriate professional service at the international, national, state, and/or local levels.

### **Promotion to Professor**

Promotion to the rank of Professor is recognition of the candidate's academic maturity. Because of the nature of academic careers and institutional needs, there is more variability in the kinds of candidates who will be promoted to Professor than those promoted to Associate Professor. As promotion to Professor is largely based on accomplishments since promotion to Associate, criteria for this promotion must be sufficiently flexible to accommodate the legitimate variations in faculty assignments and activity within the rank of Associate Professor. Candidates must demonstrate outstanding scholarship/research and/or other creative activity, instruction, and service. Some positive recommendations may be based on evidence that a candidate has developed his or her range and level of accomplishment in all of the dimensions of the faculty role: research/scholarly creative activity in or across appropriate disciplines; teaching and related instructional activity, including curricular and program development; the development or administration of professional associations, department/division, college, and university.

See indicator list in this document for *example* activities in the three areas of instruction, scholarship/research and/or other creative activity, and service. The list is intended as a guide for types of activities, and is not meant to be exhaustive of all possible activities.

### **Notification of Candidacy Status**

The result of the department's discussion and vote is summarized in a letter written to the department chair and copied to the candidate who may ~~attach~~ write a response within five business days of receipt of the letter. The department chair writes a letter to the Dean which shall include a detailed analysis and evaluation of the work of the faculty member and a clear statement of support or non-support. A copy of the letter from the department chair is provided to the candidate who again has five business days to write a response. These letters are to be uploaded to the candidate's interfolio before it advances to the next stage of evaluation by the College Promotion and Tenure committee.

Written notification of outcomes of the College Promotion and Tenure Committee, including rationale, will be provided to the Dean in the form of a letter and copied to the candidate. The candidate is granted five business days to write a response to the letter from the college committee. Upon receipt of the letter from the college committee, the Dean writes a letter with a clear statement of recommendation regarding promotion and tenure. The candidate has five business days to write a response to the Dean's letter. All letters including the candidate's response(s) are placed (uploaded) within the candidate's interfolio prior to advancing to the next stage of evaluation.

<b>Scholarship/Research/ and/or Other Creative Activity</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Publication of book (less prestigious publishing house; not a vanity press)	Publication of book (nationally recognized publishing house; not a vanity press)
Monograph (regional or state organization)	Published monograph (major professional organization or publishing house)
Articles (regional or state refereed journals)	Articles (internationally, nationally, prestigious refereed journals)
Workbooks/Study guides (published by a major publishing house)	Presentations (refereed; international/national)
Proceedings in refereed regional publications	Proceedings/papers presented in scholarly forums in refereed international or national publications
Editor, book or readings (published by regional or less prestigious publishing house)	Chapters, articles in internationally or nationally distributed publication by professional organization of high prestige or nationally recognized publishing house
Grants (submitted/approved not funded)	Funded research/program grants. Consider: <ul style="list-style-type: none"> <li>• Competitively selected</li> <li>• Grant amount</li> </ul>
Publication of instructional material	Editor-in-Chief, international/national journal*
Reviewer of scholarly works in national refereed journal or for a nationally recognized publishing house*	Musical/artistic composition (international, national recognition/publication)
Translation of scholarly/literary works	Performance exhibits (international, national recognition)
Editor-in-Chief, regional/state journal*	Honors/awards for scholarship
Chapter in book (regional/state professional organization)	Patent issue
Articles published in educational magazines (e.g., <i>Instructor</i> , <i>Learning</i> , or non-refereed journals)	
Musical/artistic composition (regional/state)	

\*May be considered as scholarship or service activity (but not in both areas).



<b>Scholarship/Research and or Other Creative Activity (cont.)</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Nomination for honor/award for scholarship	Editor, book (published by professional organization of high prestige or nationally recognized publishing house)
Presentation (refereed; regional/state)	Significant citations of work in professional literature
Achieve graduate faculty status	Present research papers with students
Classroom based research projects	Publish research papers with students
Instructor's manual	Community-engaged research with a community partner that results in a publication or presentation
Engage students (undergraduate or graduate) in research projects	Engage students (undergraduate or graduate) in research that leads to a presentation or publication.
Community-engaged research project	

Instruction	
Indicators of Competence Examples	Indicators of Excellence Examples
Member of Doctoral Committee	Chair/Advisor Doctoral Program Committee
Advise Master's students	Chair, Doctoral Dissertation
Advise undergraduate students	Receive teaching/achievement awards
Supervise direct independent study	Fulbright scholar
Participate in workshops/courses to improve instruction	Invited international lecturer or presenter
Initiate/develop special topics course	Excellent ratings on student evaluations
Nomination for teaching award	Initiate/develop a new academic program/curriculum
Member Master's thesis committee	Chair Master's thesis committee
Invited workshops	Excellent peer ratings
Invited lecturer at other Institutions of Higher Education	Maintaining program accreditation
Develop a course for the curriculum committee	Indicators of innovative teaching strategies and techniques
Folio writing (for DOE or other approval)	Enhance/improve the teaching of other faculty
Good/Very Good student ratings	Build successful internship or externship program
Evaluate written comprehensive and oral examinations	Develop and implement curricular activities that connect students with community-identified needs through collaborative partnerships
Participate in post doctoral endeavors including completion of continuing education activities	Document effectiveness of new teaching approaches or materials
Supervise student teaching, field experiences and/or internships	
Serve on a committee to initiate/develop a new academic program	

Instruction	
Indicators of Competence Examples	Indicators of Excellence Examples
Teach 3 (or more) different courses within the academic year	
Document implementation of new teaching approaches or materials	
Provide evidence of revisions/updates to current courses	
Curricular activity that engages students (undergraduates or graduates) in research and inquiry through projects/assignments	

<b>Service</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Writing technical reports, educational documents, curriculum guidelines	Administrative roles within college/university (associate deans, chairs, program directors/
Member, international or national academic conference committee	Chair international or national academic conference
Chair, state or regional academic conference	Service to state university system
Grant reviewer (state/local, foundation)	Attraction of significant funding for non-research programs in university, college, department
Multimedia presentation	Chair advisory board
Officer/appointments/committees/director (regional/state)	Reviewer for federal grants, national research organization, professional organization

<p>INTERNAL</p> <p><u>Membership on Committees by the following units:</u></p> <ul style="list-style-type: none"> <li>Program Committees</li> <li>Department Committees</li> <li>College Committee</li> <li>University Committees</li> </ul> <p>Membership includes regular attendance at meetings and/or voting as a representative and contributing to decision-making</p>	<p>INTERNAL</p> <p><u>Leadership roles on Assigned or Selected Committees</u></p> <p>Chair, Secretary, Treasurer roles of committees at different levels:</p> <ul style="list-style-type: none"> <li>Department Committees</li> <li>College Committees</li> <li>University Committees</li> <li>University-Community Committees performed as part of a standing (e.g., Promotion &amp; Tenure) or ad hoc committee</li> </ul>
--	--

<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
<u>Accreditation</u> Service on Committees	<u>Accreditation</u> Member of Visiting Teams Authoring Reports
<u>Mentoring</u> Sponsor student research presentations, serve on university mentoring program, serve as committee member on thesis/ dissertation committees, support given to adjunct instructors and to new colleagues. Mentoring includes how faculty have taken on new responsibilities at the different levels.	<u>Mentoring</u> Lead mentoring initiatives in the department, college and/or university.  Service as mentor to new FAU members at professional organizations.  Faculty advisor to student organizations
<b>EXTERNAL [Competency criteria apply at the local, state, national and international levels]</b>	<b>EXTERNAL [Excellence criteria apply at the local, state, national and international level – in other words, excellence can be measured locally as well as internationally]</b>
Reviewer for a journal or an academic press*	Chief, Associate or Assistant Editor of a peer-reviewed journal*
	External Reviewer of P&T dossier from another university
Member of a professional organization	Leadership in a professional association
Serve as reviewer of conference proposals	Serve as chair/discussant at conference sessions
	Hold office in professional association
	Collaborate/support student (undergraduate or graduate) participation in conferences

Community Engagement and public service Participate in collaborations with community	Leadership in community engagement and public service
Mandated and/or on-going voluntary service to schools, educational or community organizations	Serve in an Advisory Board role
Provide workshops to community groups	Initiate and maintain collaborative partnerships between the university and various community agencies
Service that involves students (undergraduates and graduates) in research and inquiry activities	

\*May be considered as scholarship or service activity (but not in both areas)

Revised February 1997

Revised September 2002

Revised May 2006

Revised January 2018

Approved by Faculty Assembly April 2018

Approved by Provost Office August 2018