

**Criteria for Consideration for Promotion and Tenure Evaluation in the
College of Education, Florida Atlantic University
(Revised February 1997, Revised September 2002, Revised May 2006)**

Promotion and tenure awards are a measure of recognizing and protecting professional excellence in 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 primarily on their accomplishments in instruction, research and other scholarly or creative accomplishments, and service/administration.

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.** Additionally, the accomplishments of faculty members beyond these minimal criteria must be considered in relation to the resources (e.g. library access, graduate assistants, etc.) made available to them.

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 procedures.)

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 Materials Memo, University Promotion and Tenure Portfolio Preparation, and Guidelines for Appointment, Promotion and Tenure of Faculty.

All tenured 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 (scholarship, instruction, 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 in the front pocket of the portfolio/notebook. 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: Scholarship/Publications/Creative Activities, Teaching, and Service. For each category, the COE established indicators of excellence 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 candidates and 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 P & T 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.

The College of Education will provide the standardized notebooks and labels needed for P & T candidates. (Notebooks are not provided for Third Year Review.)

Tenure

Tenure implies a life-long commitment to instruction, scholarship, and service at the university level. A person receiving tenure will, at the minimum, have a continuing record of quality scholarship, 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 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. 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?"

Appointment to Assistant Professor

Appointment to the rank of assistant professor means that the candidate provides evidence of potential excellence in scholarship and high quality performance in teaching. The rank of assistant professor requires that the individual hold the highest earned degree appropriate to the candidate's discipline.

The assistant professor requirements that follow are for faculty members who were hired at the rank of non-tenure track instructor and seek to be hired at the rank of assistant professor. In most cases, a candidate holding a terminal degree will be initially employed as an assistant professor.

Scholarship/Publication/Creative Activity -The candidate will:

1. Hold the highest earned degree appropriate to the candidate's discipline; and
2. Provide evidence of quality scholarship in at least two areas of competence or excellence as identified by the COE indicators of competence or excellence. (See indicator list that follows)

Teaching -The candidate will:

1. Provide evidence of quality teaching performance;
2. Demonstrate significant contributions in at least two additional areas of competence and excellence
(See indicator list that follows)

Service -The candidate will:

1. Provide evidence or service to the school district and/or community
2. Demonstrate significant contributions in at least two additional areas of competence and excellence
(See indicator list that follows)

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 are a cumulative series of projects rather than a series of unrelated products. Additionally, the candidate will present evidence of quality teaching performance, as well as appropriate professional service at the state, national, or international level.

Scholarship/Publication/Creative Activity- The candidate will:

1. Author/co-author a book which has been published by a nationally recognized publishing house; or have an average of one internationally/nationally/refereed article (or comparable work) published for each year of college/university employment in a tenure track; and
2. Provide evidence of contributions in at least two additional areas listed under competence or excellence.
(See indicator list that follows)

Teaching - The candidate will:

1. Provide evidence of quality teaching performance;
2. Provide evidence of significant contributions in at least two additional areas under competence; and
3. Provide evidence of at least one contribution under excellence
(See indicator list that follows)

Service -The candidate will:

1. Provide evidence of service and/or participation at the international, national, regional and/or state levels;
2. Provide evidence of contributions at the state level and/or with public schools;
3. Demonstrate significant contributions under at least one additional item of excellence; and
4. Demonstrate significant contributions under at least two items of competence.
(See indicator list that follows)

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. There are multiple routes to meeting the standard of distinguished accomplishments required for promotion to Professor. Promotion to Professor may be based on different patterns of outstanding accomplishment. 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. Positive recommendations will be based on evidence that a candidate has achieved distinction primarily in one dimension, while continuing to be active and competent in the other dimensions of the faculty role. Candidates for promotion to rank of professor are requested to identify their area(s) of distinction for promotion in the self-evaluation essay that is part of the portfolio. The College of Education Promotion and Tenure Committee will inquire about the choice during the interview. Note that a candidate applying for promotion based on distinction in teaching must demonstrate more than exemplary SPOT scores (Student Perception Of Teaching), such as leadership in teaching and curriculum development.

While it is established that external reviewers are expected to address research contributions, if a candidate for professor has chosen teaching or service as the area of distinction, the department chair will directly inquire about this in the request letter sent to reviewers. External Reviewers, as indicated in guidelines, may not be coauthors and /or former dissertation chairs.

Scholarship Publication/Creative Activity -The candidate will:

1. Author/co-author a book (or comparable work) which has been published by a nationally recognized publishing house; or have an average of one nationally or internationally prestigious refereed article (or comparable work) published for each year of college/university employment in a tenure track;
2. Provide evidence of scholarship in at least one additional indicator in the area of excellence.
3. Show evidence of scholarship in at least one additional indicator in the area of competence, or excellence.
(See indicator list that follows)

Teaching -The candidate will:

1. Provide evidence of quality teaching performance;
2. Provide evidence of significant contributions under two additional indicators of competence or excellence.
(See indicator list that follows)

Service -The candidate will:

1. Provide evidence of diversity in services within and outside the university; and
2. Provide evidence of significant contributions on at least two additional indicators under excellence.
(See indicator list that follows)

Notification of Candidacy Status

Verbal and written notification of outcomes of the College Promotion and Tenure Committee consideration, including rationale, will be provided to each candidate via the office of the Dean.

Scholarship/Publication/Creative Activities

Indicators of Competence Examples	Indicators of Excellence Examples
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)
Proceedings in refereed regional publications	Proceedings/papers presented in scholarly forums and printed in refereed international or national publications
Editor, book or readings (published by professional organization of high prestige or nationally recognized publishing house)	Chapters, articles in internationally or nationally distributed publication by professional organization of high prestige or nationally recognized publishing house
Workbooks/Study guides (published by a major publishing house)	Funded research/program grants. Consider: <ul style="list-style-type: none"> • Competitively selected • Grant amount
Publication of instructional material	Grant reviewer for national research organization
Reviewer of scholarly works in national refereed journal or for a nationally recognized publishing house	Editor-in-Chief, international/national journal
Translation of scholarly/literary works	Musical/artistic composition (international, national recognition/publication)
Editor-in-Chief, regional/state journal	Performance exhibits (international, national recognition)
Chapter in book (regional/state professional organization)	Honors/awards for scholarship
Articles published in educational magazines (e.g., <i>Instructor</i> , <i>Learning</i> , or non-refereed journals)	Patent issue
Musical/artistic composition (regional/state)	Grant reviewer (federal)
Grants (approved not funded)	Presentations (refereed; international/national)
Nomination for honor/award for scholarship	Editor, book (published by professional organization of high prestige or nationally recognized publishing house)
Grant reviewer (state/local)	Significant citations of work in professional literature
Achieve graduate faculty status	
Classroom based research projects	
Instructor's manual	
Presentation (refereed; regional/state)	

Teaching

Indicators of Competence Examples	Indicators of Excellence Examples
Member of Doctoral Committee	Chair, Doctoral Committee
Advise Master's students	Direct, Doctoral Dissertation
Advise undergraduate students	Receive teaching/achievement awards
Supervise direct independent study	Fulbright scholar
Participate in workshops/courses to improve instruction	Invited international professor
Initiate/develop special topics course	Excellent ratings on student evaluations
Nomination for teaching award	Initiate/develop a new academic program
Member Master's thesis committee	Chair Master's thesis committee
Invited workshops	Excellent peer ratings
Develop a course for the curriculum committee	Maintaining program accreditation
Folio writing (for DOE or other approval)	Indicators of innovative teaching strategies and techniques
Good/Very Good student ratings	
Evidence of continuing education	
Evaluate written comprehensive and oral examinations	
Participate in post doctoral endeavors	
Supervise student teaching/field experiences/internships	
Serve on a committee to initiate/develop a new academic program	

Service

Indicators of Competence Examples	Indicators of Excellence Examples
Writing technical reports, educational documents, curriculum guidelines	Officer/appointments/committees/director (international/national)
Accreditation visitation teams (regional/state)	Member accreditation visitation team (national)
Officer/appointments/committees/director (regional/state)	Service to public/private schools
Statewide professional activities	Administrative roles within college/university (chairs, program directors)
Service to public/private schools	Chair international or national academic conference
Administrative roles (program coordinator, supervisor)	Service to state university system
Chair, departmental committees	Attraction of significant funding for non-research programs in university, college, department (e.g., donation of computers or money by IBM)
Chair, state or regional academic conference	Chair, significant college/university committee or advisory board
Membership on departmental/college committees	
TV/Radio presentation	
Advisor/counselor to student organizations	
Membership on significant college/university committees (e.g., Promotion and Tenure, Senate/University Faculty Council Executive Board, Petitions, Undergraduate/Graduate Program)	