FLORIDA ATLANTIC UNIVERSITY

NON-TENURE TRACK PROMOTION OPEN FORUM

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I. Standards and Criteria

II. Faculty Career Path

III. Portfolios

IV. Review Processes

V. Questions about portfolio and contents

VI. Questions about submission - Interfolio Dossier Questions

II. STANDARDS AND CRITERIA

The key question:

Does the candidate's record reflect both the commitment and the promise to sustain a career-long record of effective teaching and advising, scholarship as applicable, and effective service?

It's not a matter of clearing the bar. Your colleagues will be trying to predict your future performance.

How do we answer this question?

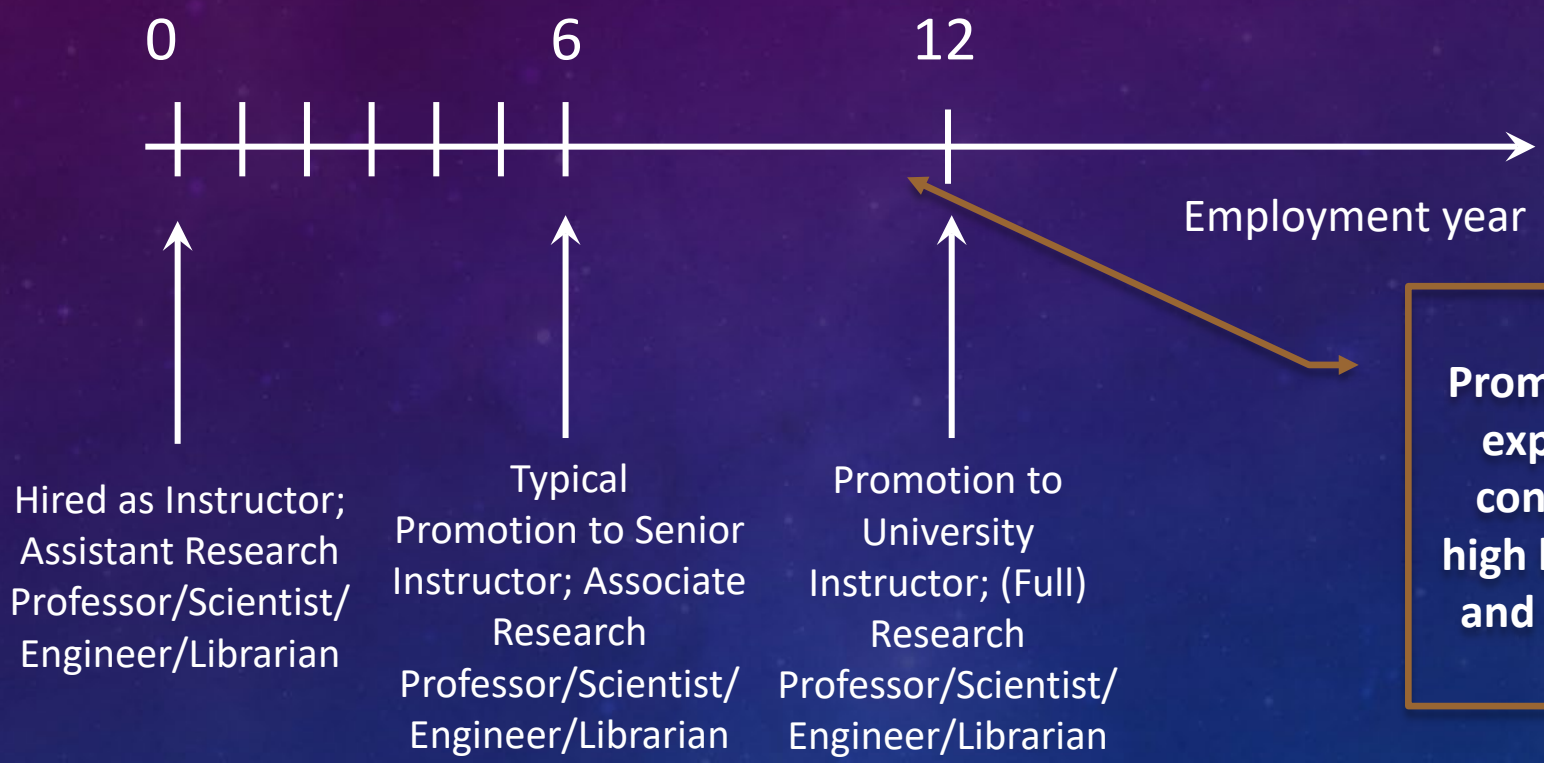
- Strong teaching, demonstrated early.

- Capacity to remain effective throughout their careers.

- Review of scholarly work, if applicable, by nationally or internationally recognized peers, as well as by FAU faculty. You have to be a player in the game.

- Service University/College/School/Department specific

III. NON-TENURE TRACK FACULTY CAREER PATH



IV. PORTFOLIO

Documentation of performance

- Teaching evaluations (students, peers, administrators)
- Research record, if applicable (publications, grants, creative work)
- Service, if applicable (FAU committees, statewide service, professional organizations)

Evidence of progress

- Job description and expectations
- Record of previous years' recommendations at all levels
- Written evaluations by candidate, peers, and administrators

External & Internal evaluations

- Quantity of letters solicited is a decision made by the candidate and supervisor.

See Provost's office website for detailed list of contents: http://www.fau.edu/provost/faculty/promotion-tenure.php



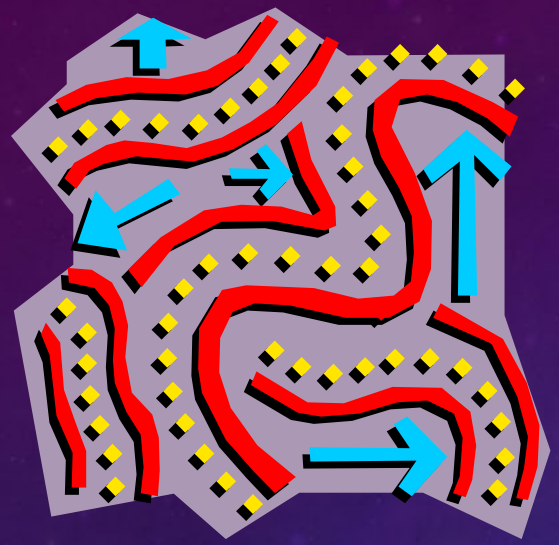
Tip #1
Organize
Organize
Organize

- Systematically design your packet.
  - Follow the Provost's guidelines
  - Follow the College Guidelines
  - Follow ePortfolio order



Tip #2
Prepare your packet for the "stranger"

- Know your audience.
- Don't assume that your colleagues will understand your research (if applicable), teaching, and service.
- The further your packet makes it through the system, the less familiar your audience will be.
- Seek out external feedback.



Tip #3
Self-Evaluation
Connect the Dots!

Provide evidence of progress by drawing connections between your research (if applicable), teaching, and service performance to:

- School/Department (Discipline) Expectations
- College Mission
- University Mission/Academic Plan



How to construct the self-evaluation (narrative)

- Precise and concise statement that “connects the dots.”
  - Remember your audience.
    - It is not about *educating* your audience about your research, teaching or service.
    - It **is** about *providing evidence* of your scholarship, teaching effectiveness, and service.

SELF-EVALUATION
DOES YOUR REFLECTION ON TEACHING DO THIS?

- **Explain** why you choose teaching strategies and methods?
- **Illustrate** how you use feedback (i.e., student, peer, self) to modify and/or retain teaching strategies and methods?
- **Show** connections to research- or evidence-based best practice?
- **Show** a trajectory of improvement and/or sustained excellence?

SELF-EVALUATION

DOES YOUR REFLECTION ON RESEARCH, IF APPLICABLE, ADDRESS THESE QUESTIONS:



Where am I now?
Where am I going?
How will the reviewer know I got there?

- What is my research plan?
- How does my research contribute to the body of knowledge in my discipline?
- What is the impact of my research?
- How is my research novel?
- What makes my research relevant and meaningful?

SELF-EVALUATION

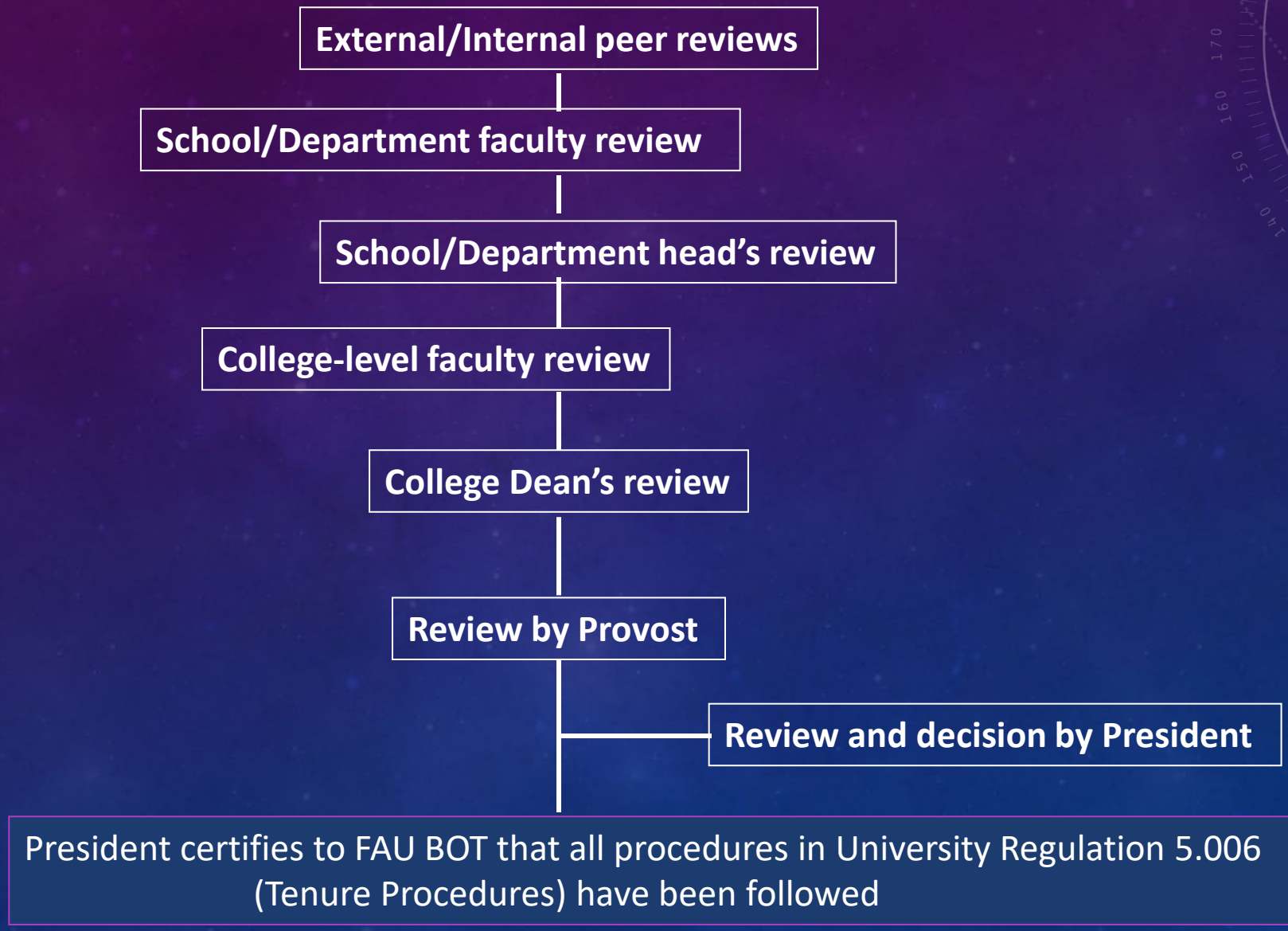
DOES YOUR REFLECTION ON RESEARCH/CREATIVE ACTIVITY, IF APPLICABLE:

- **Show** trajectory … connect the dots.
- **Illustrate** how:
  - grants lead to publications/scholarship/creative activity?
  - presentations lead to publications/scholarship/creative activity?
  - publications lead to publications/ scholarship/creative activity?

SELF-EVALUATION
DOES YOUR REFLECTION ON SERVICE?

- **Provide** evidence of contributing to the service mission of the university/college/school/department?
- **Reflect** public engagement beyond the university community?
- **Provide** evidence of your leadership role in service activities?

V. REVIEW PROCESSES



VI. Process Timeline example: Preparing the Portfolio

(see Department/College guidelines for specific dates)

Spring Semester prior to going up:

- Candidate begins portfolio preparation.
- Candidate prepares teaching, research, and/or creative activity material for external/internal review.
- Departmental selection of external/internal reviewers with input from candidate, chair, and dep't colleagues. NO STAKEHOLDERS.
  - Wise to solicit more than 3 – all solicited must be included
  - Including more reviews may be helpful
- Chair solicits reviews (must inform external/internal reviewer of candidate's wishes to waive nor not waive review of letters)
  - all request letters must be in portfolio
- Materials sent to external/internal reviewers.
- Check for your College/Department date for due date of reviews.

THE ONLINE & WORKFLOW SYSTEMS

- Promotion processes use Interfolio Review, Promotion, & Tenure (RPT):
  - Candidates are required to apply through Interfolio. Only electronic submissions via Interfolio will be accepted.
- Faculty reviewers will interact with the system to **view** documents.
- Candidates will access the case in the online system, upload documents, and be able to view the packet and all actions through the workflow process.
- All documents must be uploaded to the case prior to submission for committee review.

PROVOST NON-TENURE TRACK PROMOTION GUIDELINES MEMO

- Ordering of Materials in the Promotion Portfolio – (begin page 2 of Provost's Memo)
- The remaining pages detail the requirements of the contents of each section of the portfolio.

ORDER OF MATERIALS IN PORTFOLIO

Sections 1-4

1. Materials for external/internal reviewers

   typically include a brief CV, self eval., Promotion criteria, examples of scholarly activity (see school/college criteria for additional items not listed).

2. Signed Waiver of Right of Review Letter from External/Internal Reviewers
3. Status Letters (letters that indicate date of hire or last promotion)
4. Up-to-date Curriculum Vita

ORDER OF MATERIALS IN PORTFOLIO

Sections 5 & 6

5. Annual Assignments, if applicable, for the period under review.
6. Instruction, if applicable
   - Includes SPOTs and SPOT summary reports
   - Three (3) recent Peer Evaluations of Teaching
   - Other documentation of quality of instruction
   - For non-instructional faculty
     - Material described in “B” in the P&T Guidelines memo if you’ve taught courses
     - Information about working with students, such as mentoring, research projects, or thesis or dissertation committee

ORDER OF MATERIALS IN PORTFOLIO

Sections 7 & 8

7. Scholarship, Research, and /or Creative Activity, if applicable
    - Research faculty – includes an annotated version of parallel section of vitae with detailed info on publications, presentations, grants, contracts, and performances, or other activities
    - Instructors/lecturers – may include material described in section 7 of P&T Guidelines if engaged in such activities
8. Service, if applicable
    - An overview of service to the unit, institution, profession or community, if applicable. Work on curriculum development, assessment, advising of students and community engagement may be included here.

ORDER OF MATERIALS IN PORTFOLIO

Sections 9-13

9. Professional Development, if applicable
    - Degrees earned while in this position may be included here. In addition, courses undertaken to enhance performance in the particular role are also important to be detailed.
10. Self-evaluation
11. Unit Criteria for non-tenure track promotion
12. Annual Performance Evaluations for the period under consideration
13. Supplementary material, if applicable
    - Similar to tenure-track promotions, candidates may include supplementary materials with examples of accomplishments in instruction and/or scholarship, research, creative activity.

ORDER OF MATERIALS IN PORTFOLIO

Sections 14-20

14. External Letters of Evaluation
15. Internal Letters of Evaluation
16. Report of the Unit, if applicable
17. Letter for the Unit Head
18. Report of the College Committee
29. Letter from the Dean

VII. QUESTIONS ABOUT PORTFOLIO AND CONTENTS

VIII. INTERFOLIO QUESTIONS AND ANSWERS