

Harriet L. Wilkes Honors College of Florida Atlantic University

Promotion and Tenure Guidelines¹

APPROVED BY HC P&T COMMITTEE NOVEMBER 2010

1. GUIDING PRINCIPLES FOR PROMOTION AND TENURE

No one should get tenure in the Honors College who does not promote the mission of the College. This mission reflects the College's status as an undergraduate, liberal arts college within the University.

The Honors College (HC) is a liberal arts college exclusively for undergraduates, on a campus 45 minutes north of FAU's main campus. The primary mission of its faculty is to teach and mentor undergraduates. As an exclusively undergraduate college, the faculty do not typically work with graduate assistants or have access to graduate or post-doctoral research assistants. Faculty are expected to be active in research, scholarship and creative activities to facilitate their mentoring role with undergraduates, be up to date in their teaching, and be recognized contributors to their scholarly disciplines. The expected productivity for successful candidates for tenure and promotion at the HC should be comparable to that at strong undergraduate liberal arts and sciences teaching institutions that provide comparable research support. In keeping with the HC's interdisciplinary curriculum, innovative forms of scholarship within and among traditional disciplines are to be valued, as is work that challenges traditional disciplinary boundaries.

Teaching, scholarship/creative activity, and service are all important areas in which HC faculty must be accomplished in order to be tenured and promoted. The relative significance of excellence in teaching in determining whether an HC faculty merits promotion and tenure will be greater than at research universities that emphasize research more than undergraduate teaching.

The HC strives to create a collegial atmosphere to facilitate teaching and research. Collegiality therefore plays a role in the promotion and tenure process. Collegiality is not congeniality. It is a quality manifested in one's willingness to serve on committees, to provide guidance and support to colleagues and to engage constructively in the collective work of the college.

The HC Faculty recognizes that expectations for research/scholarly/creative production differ among disciplines. As the College encompasses many of the traditional departments and interdisciplinary fields found within a liberal arts and science college, evaluators should keep in mind that expectations for research and creative productivity differ within the college and should consider what output is appropriate for a college primarily devoted to undergraduate teaching.

¹ The first set of P&T guidelines was initially approved by the Faculty of the Honors College on January 29 2002. An April 12 2002 version reflects changes made on March 27 2002. A further revision was made in Oct. 17 2007. This draft is a substantial revision of previous versions.

2. WEIGHTS OF SERVICE, TEACHING AND RESEARCH FOR TENURE AND PROMOTION:

It is expected that a successful candidate will meet or exceed tenure criteria in all three areas of the triad of teaching, research, and service. Conceivably a faculty's scholarly output or teaching could be so outstanding as to compensate for a less than satisfactory rating in service; however, no candidate that does not meet tenure criteria in teaching and research should be tenured in the College given the importance of undergraduate education to its mission. Some new faculty may arrange to count 1 or more years of service at other institutions toward P&T at FAU. Accomplishments completed from the start of the agreed upon tenure-earning period (e.g., publications, presentations, teaching evaluations, etc.) shall be counted toward the goals outlined below for teaching, research, and service.

3. RELATIONSHIP BETWEEN ANNUAL REVIEW AND PROMOTION AND TENURE:

Evaluations of research/scholarship/creative activity for promotion and tenure are not based on a simple numerical averaging of annual evaluations, but reflect progress over many years. In the case of teaching and service, evaluation for promotion and tenure may reflect the pattern of annual evaluations.

4. CRITERIA FOR PROMOTION AND TENURE

4.1 Teaching

The fundamental mission of the HC is to provide undergraduate students with a quality education. Candidates for promotion and tenure will be expected to achieve a rating of good or excellent in teaching based on student perception of teaching (SPOT) scores, two peer evaluations by tenured faculty, and an evaluation of teaching enhancement activities. The HC recognizes the importance of team teaching, the development of core curriculum and concentrations, the development of interdisciplinary, writing-intensive (Gordon Rule and WAC) and writing-in-the-disciplines (WID) courses, and the sustained work involved in mentoring seniors during their thesis year, all of which are regarded as 'teaching enhancement activities.'

Additional teaching enhancement activities include regular participation in the Honors College Forum and other guest lectures; supervising directed independent studies; documented use of innovative pedagogical techniques (such as inviting peer evaluators and having follow up interactive sessions beyond what is required for promotion and tenure and videotaping classes with self-critique); successful teaching grant applications; documented evidence of curriculum/program development, or innovative curricular development and pedagogical approaches (new courses or innovative and substantial revision of previously taught courses); participation in a conference on pedagogy or in teaching workshops; and publication of peer reviewed Articles and/or presentations concerning teaching methods (these may be counted under instruction or research but not both). The committee will take into account the quality and quantity of the indicators. In particular the committee should consider weighing the importance of evaluations for core and required courses differently from those for elective and concentration courses.

Meets Tenure Criteria: Some examples of a teaching record that merits tenure (over the entire period of evaluation) include: good or excellent annual evaluations of teaching with a majority being 'excellent'; teaching awards and positive peer evaluations; and generally good SPOT scores along with substantial teaching enhancement activities and indication of improvement over time. A teaching

record that warrants tenure may also include a range of marginal to excellent annual evaluations of teaching with a trend indicating improvement and a majority of those evaluations with at least a ‘good’ rating; or a pattern of excellent SPOT scores and positive peer evaluations (with no additional indications of teaching excellence).

Does Not Meet Tenure Criteria: Examples of a teaching record that does not merit tenure (over the period of evaluation for promotion and tenure) include: No indication of teaching enhancement activities beyond ‘merely’ good teaching evaluations; or a pattern of marginal or unsatisfactory teaching evaluations and teaching enhancement activities, with some trend indicating improvement.

4.2 Research, Scholarship and Other Creative Activity

Principles: *External reviews are central to the P&T process in judging the quality of a candidate’s scholarship.* Such reviews are particularly important in an interdisciplinary liberal arts college. Candidates for tenure must demonstrate that, as participants in the growth of knowledge/creative expression in their chosen fields, they can bring research/creative projects to their successful conclusion. Given the interdisciplinary nature of the HC, it is expected that interdisciplinary scholarship will be given the same weight in tenure considerations as discipline-bound scholarship.

As stated previously, the expectation for faculty research and scholarly productivity should be comparable to those at strong undergraduate liberal arts and sciences teaching institutions that provide comparable research support and not to those at research universities where faculty have a lower teaching load, access to graduate research assistants, and more substantial research facilities and start-up funds. Furthermore, while some faculty in undergraduate institutions may receive grant funding, such opportunities are not equally available across disciplines. Faculty in the natural sciences are more likely to find funding opportunities than those in the social sciences or humanities.

The committee will take into account the quality of the venue of publication, presentation, or exhibition, as well as the quantity of work. A record of scholarship consisting of multiple publications, exhibitions, etc. is necessary but not sufficient for a positive recommendation for tenure. For published work, scholarly impact is ideally gauged not by a simple tally of publications, but by bibliometric indices that weigh number of publications, number of authors, journal quality, and citation counts. *Because the meaning of these indices is largely specific to the discipline or field of intellectual inquiry, special weight must inevitably be paid to the external letters. External letters should ideally be written by recognized experts in the field under whom the candidate did not study, and with whom the candidate has not closely collaborated, yet who have a strong familiarity with the candidate’s work. In evaluating the candidate’s portfolio, both the source and the content of external letters should be considered.*

Definition of “Article”: an “Article” is distinct from a brief ‘Comment’, ‘Note’, ‘Review’, etc. A series of notes, for instance, may be judged as equivalent to an article. External reviewers are encouraged to take such equivalents into account in their judgment regarding P&T. In addition, if the faculty is not the sole author of the Article, he or she must document that he or she played a significant role in the production of the Article. Note that the position in which authors are listed in multi-authored works may vary among disciplines; for example, in chemistry the last author is often the one directing the work.

Definition of “peer reviewed”: all research reviewed by one or more reviewers. Individuals may also make a case that chapters in edited volumes, journal Articles reviewed by editors, and creative work reviewed by exhibition or performance jurors represent "peer-reviewed" work. Details of the submission, editorial, and rejection processes must be included to make such a case.

Because norms for what constitutes productive scholarly and creative activity vary among

disciplines, criteria may vary based on discipline. The standards below reflect reasonable expectations for faculty at undergraduate institutions.

Sciences/Math (Biology, Chemistry, Physics, Math)

Introduction: Expectations at the HC should reflect the expectations at undergraduate institutions so that HC science/math faculty are not unrealistically expected to have the same scholarly output as faculty at research institutions who do less teaching, have graduate and post-doc research assistants, and more substantial start-up funds and lab equipment.

Meets Tenure Criteria: As stated above, in addition to quantity, the committee will also remain strongly mindful of the quality of work as well as venue based on judgments of external reviews and other criteria. Examples of a research/scholarship record that merits tenure include publication of at least 4 Articles in peer-reviewed national or international journals; or 3 such Articles and modest external grant funding, or equivalents. A significant patent(s) may substitute for an Article. Examples of equivalents: a) a significant Article with a high impact that is published in one of the most selective and prestigious journals, along with 2 other Articles in peer-reviewed national or international journals; b) substantial external grant funding along with at least 2 peer-reviewed Articles; c) primary author of a major textbook, along with 2 peer-reviewed Articles.

Does Not Meet Tenure Criteria: A candidate for tenure does not meet criteria if they (a) publish fewer than 4 Articles or (b) do not meet the equivalents as described above.

Social Sciences/Humanities.

Introduction: There are wide variations among departments within social sciences and humanities and in many disciplines in these divisions; external research grants are not readily available, certainly not to the same extent as in the sciences. The expectations for a studio artist will differ from those for an economist or philosopher. In some disciplines such as history, publication of a book or an equivalent body of articles is viewed as the norm for getting tenure. Ratings for faculty in these areas should take into account these variations.

Note on equivalents:

Editing a peer-reviewed book or special issue of a journal may be regarded as equivalent to 2 peer-reviewed Articles;

Authoring a chapter in a book is equivalent to a peer-reviewed Article if the book undergoes peer-review; In fields where external funding is available, receipt of a substantial competitive external grant shall be equivalent to 1 or 2 peer-reviewed Articles depending on the size and prestige of the grant.

A significant Article with a high impact that is published in one of the most selective and prestigious journals in the discipline may carry the same weight as 2 peer-reviewed Articles appearing in solid but less prestigious journals.

Meets Tenure Criteria: In addition to quantity of work, the committee will remain strongly mindful of the variations among disciplines noted above as well as of quality of work and venue based on the judgments of external reviews and other criteria. Publication of a peer-reviewed book; or publication of at least 4 Articles in peer-reviewed national or international journals; or equivalents.

For studio art: participation in a significant number of solo, two-person, or three-person exhibitions or performances on the national or international level as well as venues of regional and local significance.

Does Not Meet Tenure Criteria: A candidate for tenure does not meet criteria if they (a) publish fewer than 4 Articles or (b) do not meet the equivalents as described above. For art: participation in some solo, two-person, or three-person exhibitions or performances would not be sufficient.

4.3 Service

The HC has a small number of faculty relative to most other FAU colleges but nevertheless must provide all of the service needs of a college, including having representatives on university committees that require representation from each college. It is important that junior faculty not be overburdened with service and so every effort will be made to place heavier service loads on tenured faculty; even so, un-tenured faculty are often assigned substantial service and its evaluation should play a commensurate role in both the HC annual assignment and the evaluation of tenure and promotion.

Meets Tenure Criteria: a combination of excellent, good and marginal ratings of service in annual evaluations, with at least 2 years in which service is rated good or better.

Does Not Meet Tenure Criteria: Three unsatisfactory ratings or failure to achieve at least 2 good ratings.

5. ANNUAL REVIEW/EVALUATION CRITERIA

Annual reviews will be conducted by the faculty member's chair and reviewed by the Dean and Associate Dean. A faculty member may request in writing a meeting with an administrator at the next higher level to discuss concerns regarding the evaluation which were not resolved in previous discussions with the evaluator(s). In addition, each candidate for tenure and promotion to Associate Professor may choose to have a Faculty Advisor, who is an academic/professional mentor with no supervisory responsibilities. The Faculty Advisor must be a tenured member of the HC faculty. The candidate in consultation with the Associate Dean would select the Faculty Advisor. At the request of the faculty member, the advisor may attend meetings between the faculty member and his or her supervisor regarding issues of assignment.

Evaluations of research/scholarship/creative activity for P&T are not based on a simple average of the annual evaluations, and thus consistently excellent annual evaluations may not necessarily result in an excellent P&T assessment. For example, guidelines for annual evaluations establish that presenting papers at two international conferences in one year may, by itself, merit an excellent evaluation in research for that year. However, a faculty member who earned five consecutive excellent ratings in research by presenting 10 papers at 10 international conferences, two per year, but who had no publications, cannot expect to meet promotion-and-tenure criteria for research. On the other hand, a faculty member who receives 3 excellent and 3 marginal research evaluations over the course of 6 years as a result of publication of one book at a leading University press and two Articles in leading journals published in the same year may likely meet promotion-and-tenure criteria for research. In the case of teaching and service, evaluation for P&T may reflect the pattern of annual evaluations.

5.1 Annual Evaluation of Teaching

Materials used to Evaluate Instruction will include Student evaluation data (SPOT scores), and evidence of teaching enhancement activities. See §4.1 for list of teaching enhancement activities and a key for translating SPOT scores into 'excellent/good/marginal/unsatisfactory'.

Note: In interpreting the student evaluation numbers, evaluators must consider factors such as patterns in student narrative comments, the size of the course (Is the course relatively large for the HC, or is the course so small that one student could significantly change the outcome?) and the role of the course in the curriculum (Is it a Core course, a gateway course for a concentration, a concentration requirement, or an elective?).

Translating SPOT scores into the P&T categories:

Item #20 will be used, which asks students to "Rate the quality of instruction as it contributed to your learning in the course."

A SPOT score falling between 1 and 2 will be considered excellent.

A SPOT score falling between 2 and 3 will be considered good.

A SPOT score falling between 3 and 4 will be considered marginal.

A SPOT score falling between 4 and 5 will be considered unsatisfactory.

Excellent: Documented successful participation in at least one teaching enhancement activity or activity that contributes to teaching in the HC as listed below, and a pattern of excellent student teaching evaluations, defined as: a majority of courses rate an excellent; or the rating across courses of the instructor averages as excellent (scoring between 1 and 2).

Other considerations, where a faculty falls just short of excellent by this criteria, could bump a rating

up to excellent: e.g., a pattern of excellent narrative comments, or other evidence such as highly positive peer evaluations.

Alternatively, documented successful participation in several significant teaching enhancement activities or activities that contribute to HC teaching, and a pattern of very good student evaluations, defined as a SPOT score between 2 and 2.5, along with other indications of excellent teaching, can warrant an excellent rating in teaching.

Good: Documented successful participation in at least one teaching enhancement activity or activity that contributes to teaching in the HC as listed below, and a pattern of good SPOT evaluations (score between 2 and 3), defined as: a majority of courses rate a good; or the rating across courses of the instructor averages good. Other evidence that may contribute to the ranking of good includes the results of peer evaluation, syllabi, course assignments etc.

Marginal: A pattern of marginal student evaluations, as indicated by one or more of the following: a majority of evaluations with a rating of marginal; an average numerical ranking that is marginal.

Unsatisfactory: Failure to achieve at least a marginal rating.

5.2 Annual Evaluation of Research/Scholarship/Creative Activity

Faculty members may report research during years when accepted for publication or during years when published but not both.

Excellent: A rating of excellent will be achieved by accomplishing one or more of the following during the period of evaluation:

1. Acceptance or publication of an Article in a peer-reviewed national or international journal or a chapter in a peer-reviewed book.
2. Acceptance or exhibition/performance of peer-reviewed creative work in nationally or internationally recognized venues.
3. Acceptance of a book by a University press or commercial publisher on the basis of an externally peer reviewed manuscript.
4. Revision and Publication of a book by a University press or commercial publisher
5. A significant grant or grants received as a result of an external review process.
6. Acceptance or publication of a peer-reviewed textbook or revised version of a textbook by University or commercial publisher.
7. Editing a peer-reviewed book accepted by contract for publication.
8. Jurying or curating an exhibition or performance.
9. Acceptance of creative writing or other creative product in peer-reviewed national or international journals, books or magazines.
10. Presentation of 2 papers/posters at peer reviewed national or international conferences.

Non-peer-reviewed books: In some cases a book or other scholarly product that is not peer-reviewed but which makes a significant contribution to a field or fields will be considered in evaluating research. The faculty must document the significance of the work.

Good: A rating of good will be achieved by accomplishing one or more of the following during the

period of evaluation:

1. Acceptance or publication of a substantial Article in a local or regional peer-reviewed journal.
2. Acceptance or exhibition/performance of peer-reviewed creative work in locally or regionally recognized venues.
3. The presentation of 2 scholarly papers/posters at peer-reviewed professional conferences—local, state, or regional; or of 1 paper/poster at a peer reviewed national or international conference.
4. Significant favorable critical reviews and citations of recently published work of the candidate
5. Awards, Fellowships, and other academic honors.
6. Acceptance of creative writing or other creative product in regional or state peer-reviewed journals, books, or magazines.
7. Publication of a substantial book, exhibition, or performance review in a journal that is considered major in an area of inquiry.
8. Submitting grants for external review processes.

Marginal: Evidence of continuing research/creative activity and submission of research/creative product for publication; presentation of a paper at a local, state or regional professional conference; applying for grants; manuscript(s) or other creative work in progress. Overall, scholarly activity that has a reasonable expectation of leading to peer-reviewed publication or receipt of externally reviewed grants.

Unsatisfactory: Failure to meet the requirements of a marginal rating.

5.3 Annual Evaluation of Service

Examples of service include: chairing or serving on a standing or ad hoc College committee (ad hoc committees include search committees); participating in the regional, state or national honors community by attending conferences; serving on a university committee; advising/assisting student organizations; participating in University governance (e.g. UFF, Faculty Senate); assisting with recruiting activities (e.g. visiting schools, participating in open houses); serving in professional associations; community outreach (e.g. talks to the community or local schools); organizing events for the community that bring them to the campus. This list is not exhaustive.

The committee will take into account both the quality and quantity of activity in deciding the overall rating. Quality of service can be documented by memos from a committee chair, fellow member, college chair or administrator, or participants or beneficiaries of a service activity.

Unlike the evaluation of research/scholarly and creative activity, evaluation of service for promotion and tenure will reflect annual evaluations of service, with the recognition that faculty who are given reduced service loads as a way of assisting them in producing research for when they go up for tenure will not be penalized for having reduced service in those years. Annual evaluations of service in years when a faculty has reduced service will make clear that the faculty had a reduced service load, and the P & T committee, when evaluating service for tenure and promotion, will not include lower ratings in years of a reduced service load in determining the overall pattern of service ratings.

Excellent: The following examples represent a sample of activities that would merit a rating of excellent during the period of evaluation. This list is not exhaustive, as other potential combinations of activities might also apply.

1. Providing exemplary service chairing a HC Committee.

2. Providing exemplary service in a leadership role in organizing and encouraging student activities.
3. Providing significant service on multiple HC Committees; or on an HC committee and: a University Committees, in University governance, community service, or professional service.
4. Exemplary service on an HC Committee as well as participation in student activities or recruitment.

Good: The following examples represent a sample of activities that would merit a rating of good during the period of evaluation. This list is not exhaustive, as other potential combinations of activities might also apply.

1. Significant service on an HC Committee, University committee, or ad-hoc committee.
2. Significant participation in student activities.
3. Service on a committee and participation in recruitment fairs.
4. Significant community service (i.e. Multiple lectures, meetings or other services).
5. Significant service to the profession (e.g. chair of panel and member of advisory board for a journal).
6. Other combinations of good College, University, and Professional service.

Marginal: A faculty member participates in the governance of the college through regular attendance and participation at faculty meetings and activities. In addition, a faculty member is expected to accept assignments to participate in regular College and University functions.

Unsatisfactory: This rating should be given to faculty members whose service does not meet any of the criteria listed above.

6. ANNUAL APPRAISAL OF PROGRESS TOWARDS TENURE

Based on the candidate's record and the tenure criteria in this document, the candidate will be appraised on an annual basis and informed on whether they are making progress towards tenure. The annual appraisal of progress toward tenure will be included in the candidate's tenure file.

7. HONORS COLLEGE PROCEDURES FOR THIRD-YEAR REVIEW OF PROGRESS TOWARD TENURE

The Third-Year Review will be completed in the spring term of the faculty member's third year of employment.²

The candidate will assemble the Third-Year Review portfolio containing all of the materials required in the HC tenure portfolio. Letters of reference from outside of the HC are optional. The candidate's self-evaluation will contain a detailed section on research and/or creative activity. Candidates should describe their research agenda including published and unpublished work, grant proposals, and fellowships. For creative activity, candidates should include descriptions and reviews of exhibitions or performances, published work, and the status of current projects. One peer evaluation of teaching conducted by a tenured faculty member will be included. Candidates are expected to meet with the

² The Third-Year Review will be done in the fall term of the second year of employment for those who are granted two years toward tenure at the time of hire and in the Spring term of the second year for those who are granted one year toward tenure at the time of hire.

peer evaluator before the visit to discuss the course design and pedagogical strategies. The candidate will have an opportunity to respond in writing to the peer evaluation.

In addition, the self-evaluation will detail the faculty member's teaching and service contributions to the HC. With regard to teaching, the self-evaluation should address student and peer teaching evaluations, and teaching enhancement activities (see §4.1).

The HC Promotion and Tenure Committee will evaluate the portfolio. The P & T Committee will select a TYR Sub-Committee. The TYR Sub-Committee will include a Chair and at least two other individuals. The Chair should be selected by disciplinary proximity or special ability to judge the academic area of the Candidate. The P & T committee chair may serve as a coordinator but may not chair a TYR Sub-Committee. The TYR Sub-Committee will review the Candidate's file and its Chair will produce a report reflecting their consensus regarding the Candidate's progress toward promotion and tenure in the three areas of academic evaluation: teaching, scholarship, and service. The report will make appropriate suggestions for improvement in any areas of concern. The report will also include an overall evaluation of the Candidate's progress toward tenure based on her/his performance in each of the three areas.

The TYR Chair and Committee will present their report to the full P & T Committee for comment. The TYR Chair will then revise the report, summarize any dissenting views, and submit the final version simultaneously to the Candidate and Dean. The candidate will have an opportunity to respond in writing to the report. The Dean will compose a letter that will be made available to the Candidate and the P&T committee; the letter will be included in the TYR File. The Dean will also meet with the Candidate, the TYR Chair, and the P & T Chair to discuss the report. The candidate will have a final opportunity to respond; the response will also be included in the File.

Deadlines for the Third-Year Review Process

- 1 Portfolio prepared for evaluation –3rd Tuesday in February (September).
- 2 Committee Report to the P&T committee – 3rd Tuesday in March (October).
- 3 Committee Letter to the candidate and Dean – 1st Tuesday in April (November).
- 4 Candidate's Response — 2nd Tuesday in April (November).
- 5 Dean's letter – 3rd Tuesday in April (November).
- 6 Meeting of Candidate, P&T Chair, TYR Chair and Dean –4th Tuesday in April (Nov.).
- 7 Candidate's Response –1st Tuesday in May (December).

8. UNIVERSITY TENURE AND PROMOTION PORTFOLIO PREPARATION

HC candidates will adhere to the Provost's guidelines for preparation of the portfolio and supplemental portfolio, available at the Provost's website:

<http://www.fau.edu/provost/facultyinfo.php>. Of particular importance is the link on this site to "Promotion and Tenure for xxxx-xxxx" which includes guidelines for preparing the Portfolio, including how to format the CV, tables of service and teaching, and so forth. It is the candidate's responsibility to consult the Provost website and refer to the latest guidelines to ensure that their Portfolio is in compliance. The pattern of accomplishments that merits promotion will vary by field, but it will always include peer-evaluated work. Florida Atlantic University Guidelines require a minimum of three outside letters evaluating the candidate's research/scholarship/creative activity. Candidates shall consult with the Chair and Associate Dean to create a list of referees in the candidate's area of research. The Chair or Associate Dean will contact the referees and request the

review letters (see template in Appendix).

9. PROMOTION TO PROFESSOR

Typically in the seventh year after tenure and promotion to Associate Professor, faculty will either undergo review of their contributions in teaching, service and scholarship during the five-year period, or apply for promotion to Professor. Candidates should consult the Guidelines for Appointment, Promotion and Tenure of Faculty regarding expectations for promotion to Professor. In sum, there should be demonstrated achievement and distinction over the span of an individual's academic career in scholarship/creative activity and/or teaching and related instructional activity and/or service/administration. While distinction must be demonstrated in at least one area, the candidate must demonstrate commitment to and competency in the others. The candidate shall demonstrate significant additional achievement beyond that demonstrated at the time of promotion to Associate Professor. Evaluation of each of the three areas will draw on external and internal reviews by individuals competent to judge the candidate's contributions. Review of an application for promotion to Professor will be conducted only by faculty who are Professors.

10. APPRAISAL OF PROGRESS TOWARDS PROMOTION

Every three years after tenure Associate Professors will be evaluated for progress towards promotion. This appraisal will be done by a sub-committee of Full Professors of the HC Promotion and Tenure Committee and will be based on the annual evaluation files of the candidate. This process will occur in March and April on dates established by the HC Promotion and Tenure Committee. The committee will report in writing to the Dean on whether the candidate is making progress toward Promotion. This report will cover all three areas of faculty responsibility and the evaluation will be based on the criteria established in these guidelines. Faculty may request more frequent evaluations.

11. THE TENURE PROCESS

With advice from the Associate Dean or Chair, the candidate will prepare a portfolio as described in the Provost's Guidelines. Candidates will consult with the Associate Dean or Chair to create a list of referees in the candidate's area of specialization. The Associate Dean or Chair will contact the referees and solicit the external review of the candidate's scholarship as described in the section on scholarship. The Associate Dean or Chair will also solicit at least two letters of recommendation from within the University after consulting the candidate. The Candidate will submit their materials for their portfolio to the Associate Dean. The Associate Dean will submit the entire Portfolio to the Honors' College Promotion and Tenure Committee.

There will be a standing HC P&T committee elected by the entire faculty from among the tenured faculty members. For each tenure case the HC Promotion and Tenure Committee may select a sub-committee from among the entire tenured faculty to evaluate the candidate. This is to ensure that appropriate tenured faculty are included in each candidate's sub-committee. The HC P&T Committee should consider disciplinary proximity as well as maintaining a broad representation of the college. Wherever possible members of the candidate's TYR committee should be included. In consultation with the candidate and the HC Promotion and Tenure Committee, this subcommittee may invite tenured FAU faculty from outside the college to assist in evaluating cases on an advisory basis.

The sub-committee will receive and evaluate the portfolio and write a report to the HC Promotion and Tenure Committee. On receipt of the report the HC Promotion and Tenure Committee will make a recommendation via its chair to the entire tenured faculty of the college who will meet and vote via a

secret ballot. Copies of the candidate's file should be made available two weeks prior to this meeting to the entire tenured faculty.

The Chair of the P&T committee will then write a letter to the Dean, summarizing the report, discussion and vote by the tenured faculty. This letter must make explicit reference to the Honors' College criteria for Promotion and Tenure.

The Dean will receive the materials from the standing committee and write a recommendation to be forwarded with the portfolio to the University-wide P&T Committee.

The Chair of the Promotion and Tenure committee will be the designated representative to the University-wide P & T Committee. An alternate representative, to serve in the absence of the chair of the P&T committee, may be elected by the tenured faculty of the HC.

12. REVIEW OF THESE GUIDELINES

When needed, but at least within three years after these guidelines go into effect, the HC Promotion and Tenure committee will review these guidelines to determine whether they are meeting the needs of the college.

APPENDIX 1 : SAMPLE LETTER TO EXTERNAL REVIEWER

Dear:

Thank you for agreeing to evaluate _____'s scholarly activity for inclusion in his/her portfolio for promotion and tenure at Florida Atlantic University.

Currently, _____ is an untenured Assistant Professor of _____ in Florida Atlantic University's Wilkes Honors College. The mission of the Wilkes Honors College is to provide an outstanding undergraduate education in the liberal arts and sciences. The College is located 45 minutes from FAU's main campus; Honors College faculty do not typically have access to graduate students or significant research/lab support. Faculty typically have a 3-2 teaching load and advise honors theses and supervise internships. The responsibilities and activities of Wilkes Honors College faculty fall into the realms of teaching, scholarship, and service. The Wilkes Honors College considers *all three areas* to be very important with regard to promotion and tenure.

The FAU Guidelines for Appointment, Promotion, and Tenure state that tenure "is the recognition that the person so honored is an established member of the academic profession, possessing a terminal degree or qualification appropriate to the discipline, and having clearly demonstrated the commitment and ability to continue to be a scholar, contributing to the field of knowledge through original work and quality teaching in the best traditions of the professorate." The candidate must demonstrate commitment to and ability in teaching and related instructional activity, as well as demonstrating the ability to contribute successfully and continuously to the scholarship or creative activity of the appropriate academic disciplines. Your review will be an important and valued component that will assist us to determine whether the quality of _____'s scholarship is at a level sufficient to warrant promotion and tenure at Florida Atlantic University. In addressing this question, you might consider whether this person would get tenure at an equivalent undergraduate institution providing comparable resources. Comments as to the quality and significance of the publications will be especially helpful.

Enclosed are copies of _____'s publications along with a copy of the "Promotion and Tenure Guidelines for the Florida Atlantic University Wilkes Honors College." In your evaluation of his/her scholarly production, we ask that you comment on the quality of his/her research and the contribution to the field of study.

We will be forwarding _____'s promotion tenure portfolio to the Provost's office in the fall, so we would appreciate receiving your letter of evaluation by the end of August. I would like to point out that the Board of Education of the State of Florida requires that a faculty member under consideration for tenure be given a copy of all letters of evaluation; therefore your letter is not confidential. Please send an abbreviated copy of your CV to include in the tenure portfolio along with your letter.

We realize that it takes considerable effort to evaluate a candidate's scholarly record, and we would like to thank you for your time and consideration. If you have any questions, please do not hesitate to give me a call.

Sincerely,

APPENDIX 2: SAMPLE LETTER TO INTERNAL REVIEWER

Dear:

Thank you for agreeing to evaluate _____'s Promotion and Tenure portfolio. Currently, _____ is an untenured Assistant Professor of _____ in the Wilkes Honors College.

The Wilkes Honors College is dedicated to undergraduate education in the liberal arts and sciences. The responsibilities and activities of Wilkes Honors College faculty fall into the realms of teaching, scholarship, and service. The Wilkes Honors College considers *all three areas* to be very important with regard to promotion and tenure.

Enclosed is _____'s promotion and tenure portfolio along with a copy of the College's Guidelines for Promotion and Tenure Guidelines. Candidates for promotion and tenure may have two letters of evaluation from within the university. While these letters may evaluate all aspects of the candidate's contributions, they should especially evaluate the quality of the candidate's service to the institution.

The FAU Guidelines for Appointment, Promotion, and Tenure state that “promotion to the rank of Associate Professor means that the person will clearly demonstrate the commitment and ability to continue to be a scholar or artist, contributing to the relevant field(s) of knowledge through original work and quality teaching in the best traditions of the professorate. The candidate must demonstrate commitment to and ability in teaching and related instructional activity, as well as demonstrating the ability to contribute successfully and continuously to the scholarship or creative activity of the appropriate academic disciplines. Instructional activities shall be as rigorously evaluated as scholarship and creative activity. Although the typical Assistant Professor will have only a modest assignment to service, promotion to Associate Professor requires that the candidate have a record of responsible and conscientious participation in some service activities.” I should point out that because the Harriet L. Wilkes Honors College has a relatively small number of faculty, all of our faculty are asked to do a relatively large amount of service.

Your review will be an important and valued component that will assist us to determine whether the quality of _____'s overall portfolio is at a level sufficient to warrant tenure at Florida Atlantic University.

We will be forwarding _____'s promotion and tenure portfolio to the Provost's office in the fall, so we would appreciate receiving your letter of evaluation by the end of August. I would like to point out that the Board of Education of the State of Florida requires that a faculty member under consideration for promotion and tenure be given a copy of all letters of evaluation; therefore your letter is not confidential. Please send an abbreviated copy of your CV to include in the promotion portfolio along with your letter.

We realize that it takes considerable effort to evaluate a candidate's record, and we would like to thank you for your time and consideration. If you have any questions, please do not hesitate to give me a call.

Sincerely,