



A Journey through the
Seas of Tenure and
Promotion

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FLORIDA ATLANTIC UNIVERSITY

P&T FORUM

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- I. Promotion & Tenure
- II. Standards and Criteria
- III. Faculty Career Path
- IV. Portfolios
- V. Review Processes
- VI. Questions about portfolio and contents
- VII. Questions about submission - Interfolio
Dossier Questions

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I. What is Tenure?

An appointment with tenure

- has no specified end date,
- can be ended only for specific reasons.

Principles recognized in case law:

- There is no guarantee of tenure.
- Tenure necessarily involves subjective decisions.
- The review takes many factors into account.
- There are many levels of review and recommendation.
- Only the President of FAU can confer tenure.

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Institutional setting

FAU is a doctorate-granting research university.

This classification colors FAU's hiring practices as well as its standards for reappointment, tenure and promotion.

We hire people based on their promise in teaching, research, and service.

There's no fixed number of tenured slots. It's possible for all tenure-track appointees to earn tenure.

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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 at the forefronts of knowledge, and effective service?

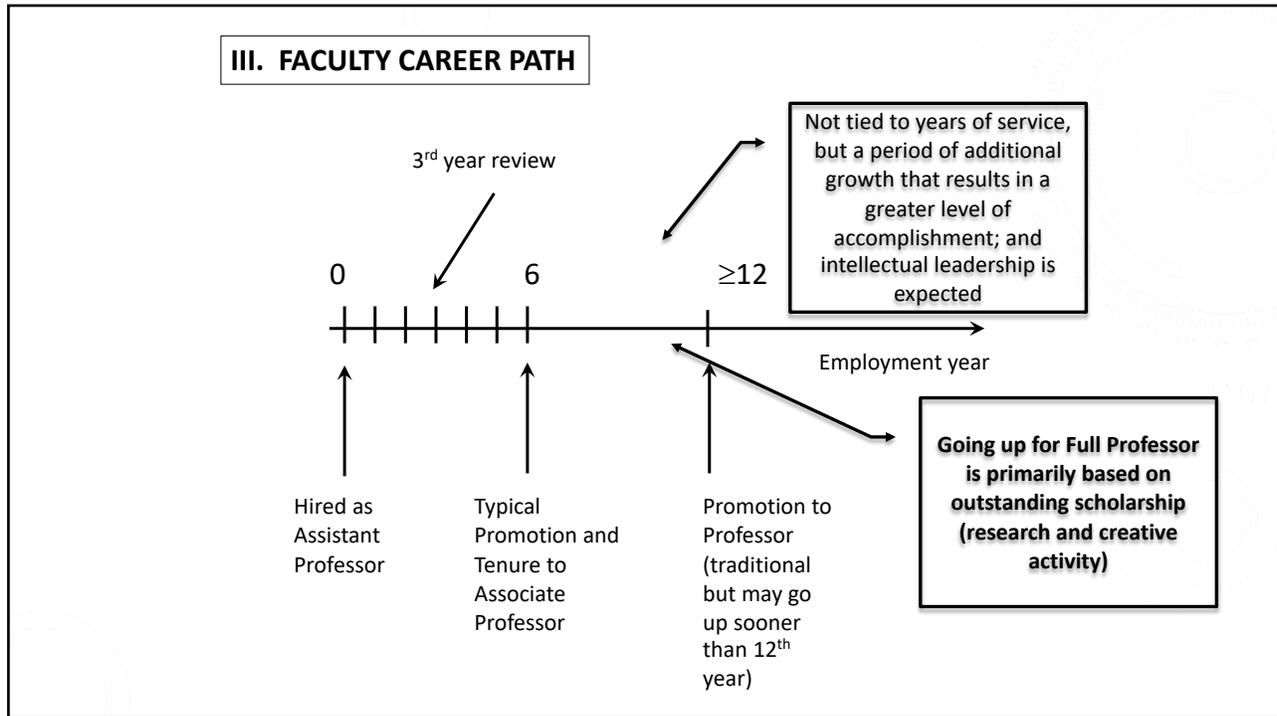
It's not a matter of clearing the bar. Your colleagues will be trying to predict your future performance.

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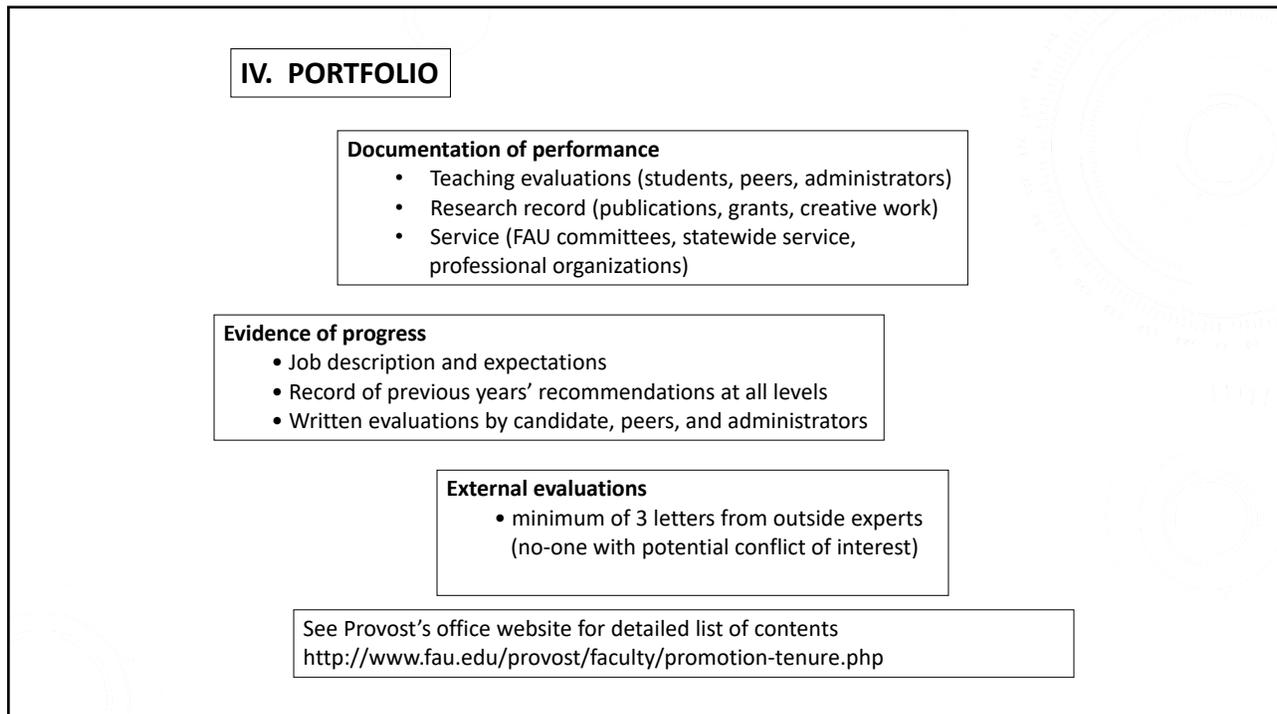
How do we answer this question?

- Strong teaching, demonstrated early.
- Capacity for strong scholarship, critical to remain effective throughout their careers.
- Review of scholarly work 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

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Tip #1
Organize
Organize
Organize

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

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Tip #2
Prepare your packet
for the
"stranger"

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

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Tip #3
Self Evaluation
Connect the Dots!

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

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

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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.

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HAVE YOU ADDRESSED THESE QUESTIONS ABOUT SCHOLARSHIP?



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?

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SELF EVALUATION DOES YOUR REFLECTION ON RESEARCH/CREATIVE ACTIVITY:

- **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?

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SELF EVALUATION
DOES YOUR REFLECTION ON TEACHING DO THIS?

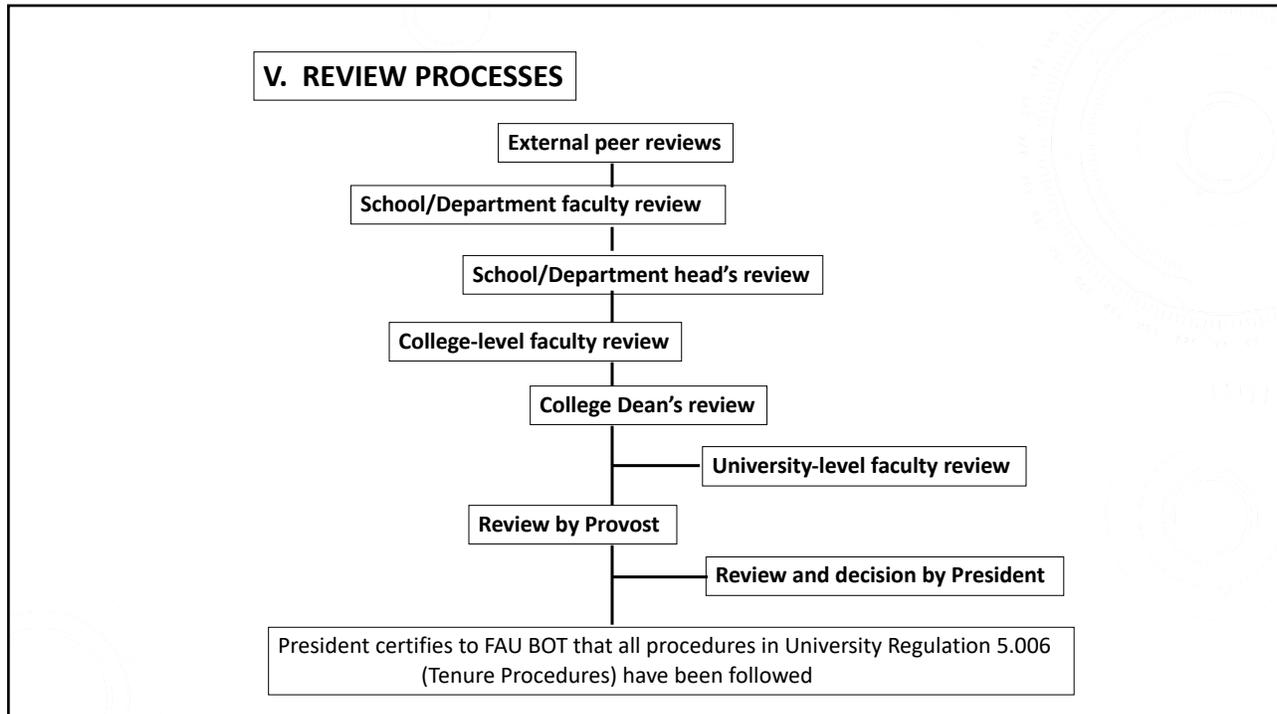
- **Explain** why you choose teaching strategies and methods?
- **Illustrate** how you use feedback (i.e., student, peer, self) to modify and/or retain teaching strategies and methods?
- **Show** connections to research- or evidence-based best practice?
- **Show** a trajectory of improvement and/or sustained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

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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?

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VI. Process Timeline example: Preparing the Portfolio
(see your respective Department/School/College guidelines for specific dates)

Spring Semester prior to going up:

- Candidate begins portfolio preparation.
- Candidate prepares research/creative activity material for external review.
- Departmental selection of minimum of 3 external reviewers with input from candidate, chair, and dep't colleagues. **NO STAKEHOLDERS.**
 - Wise to solicit more than 3 to insure you receive 3 – all solicited must be included
 - Including more reviews may be helpful
- Chair solicits reviews (must inform external reviewer of candidates wishes to waive or not waive review of external letters)
 - all request letters must be in portfolio
- Materials sent to external reviewers.
- Check for your College/Department date for due date of reviews.

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THE ONLINE & WORKFLOW SYSTEMS

- Promotion and tenure processes use Interfolio dossier:
 - candidates are required to apply through Interfolio. Only electronic submissions via Interfolio will be accepted.
 - TYRs should be done via Interfolio as well.
- Faculty reviewers will interact with the system to **view** documents.
- Candidates will access the template 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.

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PROVOST P&T MEMO

- Ordering of Materials in the P&T Portfolio – (see page 3 of Provost Memo)
- Pages 4-18 detail the requirements of the contents of each section of the portfolio
- Page 19 has timeline

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ORDER OF MATERIALS IN PORTFOLIO

Sections 1-3

1. Materials for external reviewers -
typically include a brief CV, self eval., P&T criteria, examples of scholarly activity
(see school/college criteria for additional items not listed)
2. Signed Waiver of Right of Review Letter from External Reviewers
3. Status Letters (Appointment letter, if there are letters or memoranda that document promotion and tenure, years toward tenure and promotion, delay of clock for tenure)
4. Up-to-date Vitae

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ORDER OF MATERIALS IN PORTFOLIO

Section 5 –copy of Annual Assignments - for the period under consideration

for promotion to Professor – period from Associate Professor or if hired as associate the period at FAU
for promotion to Associate Professor – the years as Assistant Professor at FAU

Section 6 - Instruction Section

- A. Teaching and/or Advising awards
- B. Quantitative Data on Teaching
 - SPOT Data (see pg. 6) (Table and Actual Spot Summary Sheets should be Included)
 - Dissertation/Thesis Committees (see table, pg. 6)
 - Undergraduate Research (see page 7)
- C. Peer Evaluation (minimum of two recent evaluations conducted within 2 years of submission of portfolio) & brief explanation of unit's procedure for reviewing
- D. Course or curricular development
- E. Advising Activities
- F. Community Engaged Instruction (see page 7)

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ORDER OF MATERIALS IN PORTFOLIO

Section 7 - Scholarship, Research and/or Other Creative Activity

- Annotated version of parallel section of vita providing detailed information on each published or exhibited work
- List publications/work in categories as specified in the CV template
- Explain publications/work as described on page 7 -9 of Provost memo
 - peer reviewed, solicited by editor, pay to publish, vanity presses, are pay to publish or are the product of work on a student's thesis or dissertation committee, the impact factor and acceptance rates of the Journal, citations for the article, and discipline-based indices are important means of external validation.
- Co-authored works – clearly explain the extent of your contribution to the work
- Include critical reviews of your work, citations, impact data, etc.
- Letters of acceptance for forthcoming work

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ORDER OF MATERIALS IN PORTFOLIO

Section 8 – Assigned Service and/or Administrative Activity

Include a table that provides an overview of your service activity (see sample table on page 10 of Provost Memo)

- List all significant service assignments and activities to the University, Department/School, College, Profession, and Community
- Identify your role in the service activity, time and commitment per semester, and the semester in which the service was provided

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ORDER OF MATERIALS IN PORTFOLIO

Section 9 – Self Evaluation

Section 10 – Department/Unit Criteria for P&T

Section 11 - Annual Employee Performance evaluations

Section 12 – Third Year Review Reports

Section 13 – Tenure/Promotion Appraisals

Section 14 – Supplemental Material – Includes examples of accomplishments in scholarship, research and/or other creative activity. Materials should include a copy of his or her most significant books, journals articles, etc. When appropriate, this section may include material that requires viewing or listening.

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ORDER OF MATERIALS IN PORTFOLIO

- **Section 15 – Letter of Evaluations from independent evaluators– minimum of 3**
 - a maximum of 2 internal letters IF they are required by the department/school/college.
- **Section 16 – Certification of Portfolio Completion from Chairperson/Director**
- **Section 17 - Report of the Department/School Promotion and Tenure Committee**
- **Section 18 – Chairperson's/Director's letter and Certification of Review of Waiver Selection**
- **Section 19 – Report of the College Promotion and Tenure Committee**
- **Section 20–Dean's letter, Certification of Portfolio Completion from the Dean, and Certification of Review of Waiver Selection**
- **Section 21 - President's Decision Letter**

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VII. QUESTIONS ABOUT PORTFOLIO AND CONTENTS

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VIII. INTERFOLIO QUESTIONS AND ANSWERS

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