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COLLEGE FOR DESIGN AND SOCIAL INQUIRY PROMOTION AND TENURE CRITERIA

P&T Revision Committee: Spring 2018

Diane Sherman, Chair

Sameer Hinduja

Deirdre Hardy

Arthur Sementelli

Jesse Saginor

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1. THE COLLEGE FOR DESIGN AND SOCIAL INQUIRY PROMOTION AND TENURE CRITERIA

1.1 PURPOSE

This document defines overall expectations regarding promotion and tenure for the College for Design and Social Inquiry. Criteria for tenure and promotion focus on achievements and promise in the broad areas of Instruction, Research, Creative Activity, and Service. Standards need to be established in each of these areas that are clear and measurable and accurately reflect the current goals and objectives of the unit. A promotion and tenure system should be: 1) sufficiently clear to provide guidance to those whose careers will be judged by it and to those who sit in judgment, and 2) sufficiently flexible enough that it can change in response to changes in disciplines and in the university.

1.2 TENURE

Tenure is the most significant commitment that the university can make to a faculty member. Decisions on tenure are different in kind from those on promotion. Tenure, in fact, is more exacting. In addition to demonstrating quality in the areas of Instruction, Research and Creative Activity, and Service, the candidate for tenure must demonstrate a willingness to share in the tasks, activities and goals of the unit and do so with professional integrity. The awarding of tenure is not a simple summing of annual evaluations. Tenure is recommended when the university's academic community agrees that the faculty member is committed to the missions of the university and will make significant contributions to them across his or her career. It is a decision that must involve a thorough scrutiny of every aspect of the candidate's career. A judgment must be made that the faculty member's record represents a pattern indicative of a lifetime of continued accomplishment and productivity. In all cases, the guiding question is a simple one: "Will the university be made better and stronger by its relationship with this professor over the remainder of her or his academic career?" Criteria for tenure should reflect the accomplishments appropriate to the rank of the candidate seeking tenure. All candidates for tenure must be evaluated on the basis of their annual assignments.

Tenure within the College for Design and Social Inquiry 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. A candidate for tenure will also have a demonstrated commitment through service to the University and, if appropriate, the community and profession. In making tenure recommendations, faculty should keep in mind that the successful candidate for tenure will assume what may be an appointment of 30 years or more in the department/school/college.

1.3 COLLEGIALITY

A positive recommendation for the awarding of tenure in the College for Design and Social Inquiry is made upon demonstration of the commitment and ability to the University, College, and School through participation in collegial decision making and service as well as demonstrated willingness to abide by

University rules and the outcomes of collegial decisions as well as documentation of accomplishments sufficient to warrant the rank of Associate Professor. Collegiality includes abiding by College and School policies, and attending Honors Convocation, graduation and faculty meetings.

1.4 THE ROLE OF THE FACULTY

The College for Design and Social Inquiry acknowledges three broad areas of faculty activity. These are:

1. Activities of Instruction include all of those endeavors by which a faculty member contributes to the learning and intellectual growth of the student. These include, among others: (a) teaching regularly scheduled classes; (b) instructional development activities (e.g., new courses, new approaches to existing courses); and (c) working with students outside of regularly scheduled courses (e.g., mentoring students, guiding graduate students in thesis or dissertation preparation, working with graduate and undergraduate students in DIS, internships, or other formats, and/or serving as an academic advisor or students).
2. Activities of peer-reviewed research and/or other creative activity include all those endeavors leading to the creation of new knowledge and expertise. It includes the development of new insights or results appropriate to the field, and the presentation of those insights or results for peer evaluation by others in the discipline.
3. Activities of Service include all those endeavors related to the university (i.e., department, college, and university), the local community, public organizations, and the professions.

Community Engagement: Florida Atlantic University is committed to being a force for positive change in its various communities through its leadership and by leveraging the knowledge, expertise, and resources of the university along with those of the community in authentic engagement for mutual benefit.

Our role is to support the expansion, enhancement and development of engaged teaching, research/scholarship and service at FAU. We accomplish this by serving as a resource to assist faculty and students in developing, expanding, or participating in community engaged activities, programs or partnerships and establishing a culture that values and rewards sustained community commitment and involvement.

As such the University recognizes community engagement activities for promotion and tenure and utilizes the following Community Engagement Data Definitions:

Community Engagement: The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.

Community-Engaged Teaching/Learning: A pedagogical approach that connects students and faculty with activities that address community- identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are experiential-learning courses such as academic service learning, field experience, co-op, internships, co-curricula and independent study.

Community-Engaged Research: A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER)

identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Community-Engaged Service: The application of one's professional expertise in collaboration with the community that addresses a community- identified need and supports the goals and mission of the university and the community

Source: Adopted from Virginia Community University's "VCU Community Engagement Terms and Definitions" (4/13)

1.5 THE COLLEGE PROMOTION AND TENURE CRITERIA COMMITTEE

The CDSI Promotion and Tenure Committee consists of five members, one elected by each department/school. The elected members should hold the rank of Professor. Under unique circumstances, where the School does not have a Full Professor to be elected as a member, an Associate Professor may serve on the Committee but may not vote on any candidate aspiring to a higher rank than Associate Professor. In those instances, when there are fewer than three Professors serving on the School's P&T Committee, the Dean will appoint an Ad Hoc Committee that includes Professors from other schools in the College.

The elected members serve a two-year term. The Chair of the College P&T Committee is elected by secret ballot at large from the College faculty assembly. In the event a member of the P&T Committee is under consideration for promotion, the department/school shall elect another member to substitute for that deliberation only. The College Promotion and Tenure Criteria Committee reviews all promotion and tenure recommendations and forwards its independent recommendation to the Dean. The Committee also reviews and makes recommendations to the Dean regarding tenure on all new appointments with tenure as a condition of appointment.

1.6 THE COLLEGE PROMOTION AND TENURE SYSTEM

The overall goals of the College promotion and tenure system are:

1.6.1 To link promotion and tenure evaluations and assessments to FAU's annual faculty assignments and annual faculty evaluation. This ensures that annual assignment and evaluation processes are an effective guide for individual faculty career development and a required component of the promotion and tenure process.

1.6.2 To develop, nurture, and maintain promotion and tenure procedures that are based on the highest commonly held notion of excellence of faculty activities. It is recognized that promotion decisions are based on mission-oriented achievements. Tenure decisions are based upon a shared perception of tenured colleagues that the candidate will continue to embrace and perform all faculty roles and that the individual's needs and skills that are vital to the effective functioning of the unit. Candidates for tenure and promotion are expected to provide evidence that they possess the characteristics of a tenured faculty member in terms of professional values and practices as well professional achievements.

1.6.3 To develop profiles of acceptable accomplishments for tenure, promotion to Associate Professor, and Professor.

2. FACULTY EVALUATION AND PROMOTION AND TENURE

2.1 ANNUAL EVALUATION AND PROGRESS TOWARDS TENURE

All tenured and tenure earning faculty are evaluated annually. The P&T Criteria of the College and the annual assignments are the basis for evaluating performance and progress towards tenure. The Director of each school will rate each faculty member's performance on the annual evaluation. This rating may be done with input from the School's personnel committee or by the Director alone.

The Director of each School will rate each faculty member's performance as distinctive, excellent, competent or unsatisfactory in the areas of research/creative activity, instructional activity and service.

For progress toward tenure reviews, the summary statement of the Director to the probationary faculty member is that "you are" or "you are not" making satisfactory progress.

For annual evaluation of Assistant Professors, the summary judgment of the School's Director is *competence*, *excellence* or *distinction* in the areas of research and/or creative activity, instruction, and service. A rating below competence must be accompanied by a plan for improvement. Annual evaluations that are not meeting expectations must be accompanied by a corrective action plan created between the Director and the faculty member.

2.2 PROCEDURES FOR FACULTY PERFORMANCE EVALUATION

The evaluation of faculty performance consists of the following steps:

The faculty member to be reviewed will prepare an annual evaluation report by February 1 of the current academic year. The report, with commentary prepared by the faculty member being reviewed, addresses accomplishments in research and/or other creative activity, instructional activity, and service.

The School's Director will review the faculty member's portfolio and prepare a written report to the faculty by March 1 of the current academic year, based on the evidence provided and containing summary judgments (distinction, excellence, competence, unsatisfactory) for each faculty role.

The report will be conveyed to the individual faculty member through the Director who may add her/his own assessment of accomplishments and deficiencies.

2.3 THIRD YEAR REVIEW FOR UNTENURED FACULTY

During their third year of employment, untenured faculty will undergo a review. For assistant professors, the expectation for instructional activity is that faculty will have a fully developed portfolio of teaching, including both undergraduate and graduate courses in units with both types of degree programs. The teaching portfolio will document activity and accomplishments related to the courses that the faculty has offered over the three-year period.

Assistant Professors are expected to develop a robust and focused pattern of research and creative activity that is discipline-specific, and evidence of such productivity should emerge in the first three years. Scholarly productivity will be evaluated both in terms of quality and quantity. Assistant professors with an insufficient record of research and creative activity at third year review may not be renewed.

A rating below competence must be accompanied by a recommendation from the Director for non-reappointment.

3. CRITERIA, STANDARDS, AND PROCEDURES FOR PROMOTION

3.1 PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

The successful candidate will clearly demonstrate ability for: teaching and related instructional activity; peer-reviewed research and/or creative activity in the relevant field(s) of knowledge; and responsible and conscientious service to the university, the community, and the profession.

The standards for fulfilling these criteria are as follows:

- (a) In the area of research and/or creative activities, the candidate for promotion from Assistant to Associate Professor will have demonstrated at least a pattern of **excellence**.
- (b) In the area of teaching and service, the candidate for promotion from Assistant to Associate Professor will have demonstrated at least a pattern of **competence**.

Evidence for fulfilling these standards is listed in section 4.2.

3.2 PROMOTION FROM ASSOCIATE TO PROFESSOR

In the area of teaching and other instructional activities, the criteria for promotion to the rank of Professor include: (a) continued demonstration of the commitment and abilities required for the rank of Associate Professor; (b) demonstration of commitment and ability in the development of programs and other curricular efforts; (c) demonstration and commitment to advising and mentoring; (d) commitment and ability in enhancing the instructional abilities of other faculty; (e) commitment and ability to teaching and learning; (f) commitment and ability to take a leadership role on curriculum and related matters; (g) commitment and ability to work with students in disciplinary or professional settings; and (h) commitment and ability to prepare courseware such as textbooks, video programs, software, and e-learning.

In the area of research and/or creative activity, the criteria for promotion to the rank of Professor include:

- (a) continued demonstration of the commitment and abilities required for the rank of Associate Professor;
- (b) work that is well regarded by peers at FAU and other academic institutions; (c) work that has made a significant, original, or seminal contribution to the appropriate discipline; (d) work that is continuous and broadly disseminated; and (e) a record of outside support in the form of grants/contracts. In the area of service, the criteria for promotion to the rank of Professor include: (a) continued demonstration of the commitment and abilities required for the rank of Associate Professor; (b) extensive and exemplary work in collegial governance, administrative work, in service to the community, or the profession.

For promotion to Professor the candidate will achieve 1) excellence or distinction in the above three categories; or 2) excellence in research and/or creative activity and distinction in either instructional activity or service and competence in the other; or 3) distinction in research and/or creative activity and competence in the other two areas.

3.3 EVIDENCE OF ACHIEVEMENT

Promotion to both Associate Professor and Professor is decided on evidence of achievement in each of those roles. Each area of faculty activity should be evaluated with equal thoroughness and in concert with the faculty member's annual assignments over the entire period spent in the previous rank.

Evidence assembled to document accomplishments in teaching and other instructional activity will include at least: (a) student evaluation of regularly scheduled lecture courses, labs, internships, theses/projects; (b) peer evaluation of teaching; (c) feedback by chair and colleagues regarding syllabi, exams, and course planning; (e) annual self-appraisals or assessments of teaching; and (f) evidence of tangible efforts to

improve courses.

Evidence assembled to document accomplishments in peer-reviewed research and/or other creative activities will include at least: (a) existence of, and interpretation by faculty and relevant supervisors, of self-evaluation statements; (b) reprints of books and/or publications in referenced journals or proceedings or articles/reviews/comments, completed and submitted competitions or professional work; (c) letters of evaluation from distinguished members of the field, who are Professors in doctoral programs at research universities or hold a comparable national reputation in the field.

Evidence assembled to document accomplishment s in service will include at least: (a) appointment letters and letters of acknowledgment; (b) results of external reviews of unit accomplishments, if applicable; (c) letters from internal FAU sources; (d) unsolicited and solicited letters from community and public organizations and professional organizations, if applicable.

3.4 PROCEDURES FOR PROMOTION CONSIDERATIONS

The evaluation for promotion from Assistant Professor to Associate Professor begins in the summer of the fifth year and fall of the sixth year of continuous employment at FAU. The evaluation for promotion from Associate Professor to Professor begins in the summer prior to the annual promotion cycle. The candidate will follow the University Guidelines for nominating potential external and internal reviewers.

Candidates for promotion should acquaint themselves with the relevant documents. They should review: (1) the most current FAU Provost Document, Guidelines for Appointment, Promotion and Tenure of Faculty, Florida Atlantic University; (2) the most current FAU Provost Document, Principles for Creating Criteria for Promotion and Tenure; (3) this document; (4) the UFF/BOT Agreement; (5) the most recent requirements for tenure and promotion files issued by the Office of the Provost and Vice President for Academic Affairs; and (6) any existing Departmental/School and College personnel policies.

By Tuesday after Labor Day of the academic year in which promotion is considered, candidates will provide their school chair of the promotion and tenure committee with a portfolio, consistent with current FAU guidelines. The School's Promotion and Tenure Committee will develop a review package and solicit comments from both external and internal reviewers. Materials reviewed at the School level will include all material to be submitted to the university level, and minimally contain: (1) a current curriculum vita;

(2) the evaluation of instructional activity by students and peers, as well as self- evaluation; (3) a comparison of the evaluative scores earned by other faculty, broken down by course, course level, or program, as appropriate; (4) documentation and examples of relevant research, scholarly and creative work, as well as of instructional materials; (5) letters from reference from outside this University who are selected by the candidate, the Director and the Chair of the School's Promotion and Tenure Committee.

RESEARCH ACTIVITY

Indicators	Evidence of Distinction	Evidence of Excellence	Evidence of Competence
Scholarly Book/ Monograph	Book(s) with a significant contribution to the field endorsed by a reputable press	Book(s) with contribution to the field endorsed by a reputable press	Edited book(s) or editor of published conference proceedings
Journal Article	Seminal Articles in peer-reviewed journals	Articles in peer-reviewed journals	Scholarly articles
Textbook	Publication of widely adopted textbook in the discipline	Publication of a textbook by a reputable press	Publication of widely adopted and favorably reviewed instructional materials including written materials, audiovisual materials, cases, and software
Book Chapter			Published Book Chapter
Conference Proceedings			Pattern of Publication in Refereed Conference Proceedings
Citation	Very high frequency of citations by other scholars	High frequency of citations by other Scholars	Citation of work by other scholars
Extramural Grants	Pattern of Success in obtaining significant extramural funding	Pattern of success in obtaining extramural funding	Success in obtaining extramural funding

Internal Awards/Grants		Pattern of success in obtaining significant internal funding	Pattern of success in obtaining internal funding
Grant Submission for Research			Pattern of sustained efforts in grant writing and submission
Journal Editorship	Chief Editorship of important scholarly journal	Managing Editor of important scholarly journal	Editorial Staff Faculty (e.g. Book Review Editor, Computer Editor, Practice Editor) for scholarly journal
Editorial Board			Editorial Board Member for important scholarly journal(s)
Manuscript Review	High frequency peer-review work for granting agencies, leading scholarly journals, and university presses	Extensive peer review work for granting agencies or publication presses/ journals	Consistent peer review work for granting agencies or publication presses
Peer Recognition	Pattern of being recognized by academic peers for scholarly achievement awarding of prestigious Fellowship/Grant /Research and other creative activity Awards or other professional recognition	Singular Academic Awards (e.g., Best Paper in a journal, Best Paper at a refereed conference)	

Scholarly Presentations/ Keynote Addresses		Plenary presentations at the top-tier conferences Keynote Addresses at International, National, Regional and State Meetings Major addresses at a recognized University	Presentation of scholarly research at International, National, Regional, and State Meetings
Interdisciplinary Research Activities			Pattern of interdisciplinary research activities
Mentoring Students		Pattern of mentoring graduate and/or undergraduate students, resulting in a peer-reviewed article	Pattern of mentoring graduate and/or undergraduate students, resulting in identifiable professional results and recognition for students
Mentoring Junior Faculty		Pattern of extraordinary efforts mentoring junior faculty resulting in significant identifiable improvement in research productivity	Mentoring junior faculty resulting in significant identifiable improvement in research productivity
Community Engagement	Pattern of sustained community engagement resulting in securing of research funding, completion of intervention or survey research, peer-reviewed publications, awards, exhibitions and/or presentations	Demonstrated community engagement resulting in submission of research grant(s), completion of intervention or survey research, peer-reviewed publications, awards, exhibitions, technical or creative and/or changes to public policy or professional practice	Demonstration of community engagement resulting in technical report or peer reviewed publication

CREATIVE ACTIVITY

<i>Indicators</i>	<i>Evidence of Distinction</i>	<i>Evidence of Excellence</i>	<i>Evidence of Competence</i>
<i>Completed architectural projects (built and unbuilt)</i>	National/international juried/peer-reviewed award	State juried/peer-reviewed award or a pattern of local juried/peer-reviewed awards	Local juried/peer-reviewed award
<i>Artwork</i>	TBD	TBD	TBD
<i>Architectural and design competitions</i>	National/international juried/peer-reviewed award	State juried/peer-reviewed award or a pattern of local juried/peer-reviewed awards	Local juried/peer-reviewed award
<i>Exhibited work</i>	Pattern of public art commissions	Solo exhibition or juried public art commission	Juried group exhibition
<i>Curatorial practice</i>	Exhibition(s) at institutions of national/international standing	Pattern of exhibitions at institutions of regional/local standing	Exhibition at an institution of regional/local Standing
<i>Jury activities</i>	Juror for a national/international institution or organization	Pattern of jurying for state/regional institution or organization	Juror for a state/regional institution or organization
<i>Critically reviewed design work</i>	Review in a national/international publication	Pattern of reviews in state/regional	

TEACHING AND INSTRUCTIONAL ACTIVITY

Indicators	Evidence of Distinction	Evidence of Excellence	Evidence of Competence
<i>Curriculum</i>	Leadership in development and implementation of a new degree Programs, to the point of accreditation, if applicable	Development and adoption of new for-credit course not taught elsewhere or extensive redesign of existing courses along highly innovative lines	Updating course materials in sufficient depth to reflect changes in the field
<i>Program Coordination/ Program Review/ Accreditation</i>	Program Director/ Coordinator of an Academic Unit resulting in significant advancement of the instructional mission and goals of the Academic Unit and the College	Program Director/ Coordinator of an Academic Unit	
<i>SPOT scores</i>	Pattern of outstanding student evaluations in regularly taught courses. Items #20 and #21 and a “Mean of Means” for items 1-15.	Pattern of above average student evaluations in regularly taught courses. Items #20 and #21 and a “Mean of Means” for items 1-15.	Pattern of average student evaluations in regularly taught courses. Items #20 and #21 and a “Mean of Means” for items 1-15.
<i>Peer Evaluation</i>			Presence of formative peer evaluation of the last two years of teaching
<i>Recognition</i>	Recognition via University or Extramural Teaching Awards	Recognition via College or Department Teaching Awards	Pattern of teaching commendations
<i>Doctoral Dissertation Supervision</i>	Pattern of chairing doctoral committees where dissertation leads to special recognition	Patterns of chairing doctoral committees or active participation in a doctoral committee	Active participation in doctoral committees

Indicators	Evidence of Distinction	Evidence of Excellence	Evidence of Competence
<i>Thesis Supervision</i>	Pattern of chairing thesis committees where thesis leads to special recognition	Pattern of chairing thesis committees or active participation in a thesis committee	Active participation in thesis committees
<i>Mentoring Students</i>	Pattern of mentoring graduate and/or undergraduate students, resulting in identifiable professional results and recognition for students.	Pattern of mentoring graduate and/or undergraduate students	Supervising Directed Independent Studies and/or internships
<i>Extramural Funding for Instruction</i>	Pattern of success in obtaining significant extramural funding for instructional programs or activities	Pattern of success in obtaining extramural funding for instructional programs or activities	Obtaining small extramural grants/ contracts for Instructional programs or activities
<i>Grant Submission for Instruction</i>			Pattern of sustained efforts in grant writing and submission
<i>Interdisciplinary Instructional Activities</i>			Pattern of interdisciplinary instruction
<i>Contribution to On-line Instructional Activities</i>	Pattern of extraordinary efforts in developing on-line instructional activities that have received recognition for accomplishment	Pattern of participation in developing on-line instructional activities including a course or courses offered entirely on-line	Pattern of participation in instructional activities leading to introduction of web-based tools of content delivery and student learning outcomes assessment
<i>Mentoring Junior Faculty</i>	Pattern of extraordinary efforts mentoring junior faculty in teaching and/or instructional activities resulting in significant identifiable improvement in teaching performance.	Mentoring junior faculty in teaching and/or instructional activities resulting in significant identifiable improvement in teaching performance.	Mentoring junior faculty in teaching and/or instructional activities resulting in identifiable improvement in teaching performance.

<p>Community Engagement</p>	<p>Pattern of sustained community engagement through service, course work as documented in reports, presentation and exhibits</p> <p>Community engaged teaching at the collegiate/university level.</p> <p>Developing and delivering off campus teaching activities such as study abroad courses and experiences, and international instruction.</p>	<p>Examples of community engagement through course work as documented in reports and/or service resulting in peer-reviewed publication, presentations and exhibitions, and/or changes to public policy or professional practice.</p> <p>Leadership position in professional, academic, and/or community organization.</p> <p>Developing and delivering community based instruction, such as onsite courses, clinical experiences, professional internships and collaborative programs.</p>	<p>Demonstrated community engagement in course work or other instruction.</p> <p>Committee member or participation with professional, academic, and/or community organization</p> <p>Developing and delivering instruction to communities and other constituencies.</p> <p>Developing and delivering distance education courses.</p>
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INSTITUTIONAL/ COMMUNITY/ PROFESSIONAL SERVICE

<i>Indicators</i>	<i>Evidence of Distinction</i>	<i>Evidence of Excellence</i>	<i>Evidence of Competence</i>
<i>Professional Associations</i>	Officer in an incorporated National or International Scholarly or Professional Organization	Officer in a State or Regional Scholarly or Professional Organization	Active participation in a Scholarly or Professional Organization
<i>Professional Conference</i>	Pattern or Leadership of Scholarly or Professional Conferences	Chair of a Program or Conference Committee for an International or National Scholarly or Professional Conference	Active Participant in a Program or Conference Committee for Scholarly or Professional Conference
<i>Academic Committees</i>	Pattern of Extraordinary Contribution to Major School, College and/or University committee	Pattern of Chairing and/or Membership on School, College and/or University Committees	Membership on School, College and/or University Committees
<i>Institutional Contributions</i>	Pattern of Extraordinary Accomplishments in Support of the College's and/or University's Goals, including accreditation, program review and managing Centers and Institutes.	Pattern of Significant Participation in Support of the College's and/or University Goals, including accreditation, program review and managing Centers and Institutes.	Meaningful Participation in Activities in Support of the College's and/or University's Goals, including accreditation, program review and managing Centers and Institutes.
<i>Student Engagement</i>	Pattern of Extraordinary Efforts in Helping Student Extracurricular Activities that Received Recognition For Accomplishment	Pattern of Significant Contribution to student extracurricular activities.	Engagement with students in extracurricular activities (e.g., clubs, organizations, advocacy groups)

<i>Extramural Funding for Service-Related Activity</i>	Pattern of Obtaining Extraordinary Extramural Funding for creative activity Programs in the Department , College, or University	Pattern of Obtaining Significant External Funding for creative activity Programs in the Department, College, or University	Pattern of Obtaining External Funding for creative activity Programs in the Department , College, or University
<i>Civic Appointments</i>	Faculty to Major Federal or State Commissions, Task Forces, or Boards	Faculty to Regional or County Commissions, Task Forces, or Boards Pattern of Service to Major Federal or State Commissions, Task Forces, or Boards	Faculty to Local Commissions, Task Forces, or Boards Pattern of Service to Regional or County Commissions, Task Forces, or Boards Speeches or (Gratis) Consulting for Community and/or Practitioner Groups
<i>Community Engagement</i>	Sustained pattern of community engaged service International/national elected appointed position in a professional or academic association or organization	Demonstrated community engaged service resulting in peer reviewed publication, awards, exhibition, and/or changes to public policy or professional practice Leadership in professional, academic, and/or community organization	Committee member or participation with professional, academic, and/or community organization

School evaluations of candidates for promotion should be made after the School Promotion and Tenure meeting that includes discussion of the case and consideration of the appropriate criteria. The decision should be made by secret ballot of all tenured faculty members holding the rank of Associate Professor or higher.

After the School vote, the Director shall send a letter of recommendation to the Dean. This letter shall include the use of the appropriate School and College criteria to evaluate the record of the faculty member. It shall attest to the documentation of the achievement, which supports any positive recommendation for promotion. It shall include the results of the School ballot.

The College Promotion and Tenure Committee will review the appropriate criteria, the candidate's file, and the recommendation made by the Director of the School. The committee shall vote on the case and make a written recommendation to the Dean. The written recommendation shall preserve the anonymity of the Committee members but shall convey, as best as it can be discerned, the reasons for the yes and no votes.

The Dean shall review the recommendations of the Director of the School, ensuring that the criteria for tenure have been appropriately applied and that annual assignments and performance evaluations have been considered in the recommendation. The Dean shall also review the recommendations of the College Promotion and Tenure Committee. The Dean shall consider the candidate's record, annual assignments and evaluations, and the written College and/or School goals and criteria for tenure. The Dean shall also consider the needs of the School, College, and University, and the contributions the employee is expected to make to the institution. Finally, the Dean shall make a recommendation to the Provost. The Dean's letter shall include the vote of the College Promotion and Tenure Committee and an evaluation of the candidate's record on the basis of appropriate criteria.

4. POLICIES AND PROCEDURES FOR TENURE

4.1 POLICIES FOR TENURE

Tenure shall be considered during the sixth year of continuous service unless the candidate's letter of offer contains prior service credit. If the employee was credited with tenure-earning service at the time of hire, they may request that all or a portion of such credit be withdrawn once, prior to formal application for tenure to the department, which requires a written request from the candidate, a recommendation from the Director and Dean, and approval of the Vice Provost of Academic Personnel.

EARLY TENURE: A decision to submit a portfolio for tenure earlier than the sixth year needs to be made by the candidate in consultation with the Director, senior faculty (Professors and Associate Professors) and the Dean. The final decision is made at the college level. Once the decision is made, no further justification in the portfolio is required. No candidate may submit a portfolio for tenure more than twice. If the employee began employment at mid-year, the letter of offer needs to specify if tenure application will cover 4.5 or 5.5 years of service at the University.

No candidate who does not meet the relevant criteria for promotion to Associate Professor is eligible for tenure at Florida Atlantic University. As tenure is linked to promotion to the rank of Associate Professor, an individual may not go up for promotion before tenure.

4.2 PROCEDURES FOR GRANTING TENURE

Tenure shall be considered during the sixth year of continuous service unless: the candidate's letter of offer contains prior service credit; or the Provost or the Provost's designee agrees to the employee's written request for earlier consideration; or the Provost or the Provost's designee agrees to the employee's written request for consideration in the sixth year.

The Dean of the College is responsible for providing each new faculty member with the following or for directing them to the latest versions accessible from FAU, BOT, and/or SUS on the World Wide Web: (1) a copy of the current FAU Promotion and Tenure documents; (2) a copy of the current FAU Provost Guidelines; (3) this document; (4) the UFF/BOT Agreement; (5) the most recent requirements for tenure and promotion files issued by the Office of the Provost and Vice President for Academic Affairs; and (6) any existing Departmental/School and College P&T policies.

PORTFOLIO: The tenure process must consider annual assignments, annual performance evaluations, annual progress towards tenure evaluations (if applicable), annual progress towards promotion to Associate Professor evaluations (if applicable), third year reviews of progress towards promotion to Professor, and the third year review for Assistant Professors. Department/School evaluations of candidates for tenure should be made after a unit meeting that includes discussion of the case and consideration of the appropriate criteria and a secret ballot polling all tenured members of the appropriate unit. Materials reviewed at the Department/School level will include all material to be submitted to the University level, and minimally contain: (1) a current curriculum vita; (2) the outcome of evaluation of instructional activity by students, peers, and self; (3) the distribution of the evaluative scores earned by other faculty, broken down by course, course level, or by Department/School, as appropriate; (4) documentation and examples of relevant research, scholarly or and/or other creative work, as well as of instructional materials; (5) a minimum of two letters from referees from outside this University who are acceptable to both the candidate and his/her chairperson. (6) If the candidate chooses, the record of her/his tenure and promotion appraisal(s), including any response by the faculty member.

After the School Promotion and Tenure Committee vote, the Director shall send a letter of recommendation to the Dean. This letter shall include the use of the appropriate School or College criteria to evaluate the record of the faculty member. It shall attest to the documentation of the achievement, which supports any positive recommendation for tenure. It shall include the results of the School ballot. The College's P&T Committee will review the appropriate criteria, the candidate's file, and the recommendation made by the Director of the School. The committee shall vote on the case and make a written recommendation to the Dean. The written recommendation shall preserve the anonymity of the committee members but shall convey, as best as it can be discerned, the reasons for the vote. The Dean shall review the recommendations of the Chair/Director of the Department/School, ensuring that the criteria for tenure have been appropriately applied and that annual assignments and performance evaluations have been considered in the recommendation. The Dean shall also review the recommendations of the College's P&T Committee. The Dean shall consider the candidate's record, annual assignments and evaluations, and the written College and/or Department/School goals and criteria for tenure. The Dean shall also consider the needs of the Department/School, College, and University, and the contributions the employee is expected to make to the institution. Finally, the Dean shall make a

recommendation to the Provost. The Dean's letter shall include the vote of the College's P&T Committee and an evaluation of the candidate's record on the basis of appropriate criteria.

6.0 AMENDMENTS

Amendment of this document shall follow the same procedures for amending the the College for Design and Social Inquiry By-laws.

7.0 ENACTMENT

These policies will take effect after approval, by secret ballot, of the majority of the faculty of the College for Design and Social Inquiry and final authorization by the FAU Office of Academic Affairs.