Criteria for Consideration for Appointment, Promotion and Tenure Evaluation in the College of Education, Florida Atlantic University
Approved by College of Education Faculty Assembly April 2023
Approved by the Interim Provost April 2023

General Statement

This document provides college-wide criteria for all tenure-track and tenured faculty in the College of Education (COE) concerning the appointment, promotion, and granting of tenure. It defines the college's overall expectations in accordance with and no less rigorous than the university criteria. Criteria for appointment, promotion, and tenure are focused on achievements and promise in the areas of Scholarship/Research and/or Other Creative Activity (here after referred to as Scholarship), Instruction, and Service.

Faculty Rank Upon Appointment

All those involved with the faculty employment search process need to appreciate the importance of the hiring decision. For all professorial appointments, faculty must assess the potential of the candidate to help the respective department and the college further their goals and objectives and whether the candidate meets the college criteria at the rank under consideration. Candidates being considered for assistant professor must demonstrate evidence of potential for distinction in scholarship and competence in instruction, and service. An appointment is made based on the judgment that individuals are capable of achieving promotion to associate professor and tenure within a maximum six-year period. For appointment of faculty as associate professors or as professors, faculty involved in the search process should evaluate whether candidates demonstrate distinction according to the appropriate rank in the area of scholarship and competent in instruction and service.

Granting Tenure as a Condition of Employment

Before promising a prospective faculty member that they will be recommended for tenure as a condition of employment, the Dean must solicit the vote of the COE P&T committee. Although it might not be possible to assemble a complete tenure packet for such candidates, the packet must include at least an up-to-date resume, a record of the candidate's tenure at other universities, a sample of the candidate's major research accomplishments and under normal conditions, three letters of recommendation which can include letters submitted for application preferably from individuals of national/international reputation in the candidate's field), a vote of the tenured faculty in the FAU receiving department and letters of recommendation from the FAU Department Chair and the FAU COE Dean (which includes the vote of the College Promotion and Tenure Committee).

Promotion and Tenure

Promotion and tenure awards are a measure of recognizing, protecting, and promoting professional distinction over the course of an individual's academic career. It is recognized that there is no single model that can prescribe competence and distinction across all disciplines within the COE. This document provides general criteria appropriate for assisting individuals in establishing professional objectives to meet their promotion and tenure professional goals in the COE, Florida Atlantic University. The evaluation of candidates for promotion and tenure must reflect their assignments, reference those assignments, and be based on their accomplishments in scholarship activity, instruction, and service.

The promotion and tenure guidelines criteria outlined in this document have been developed to assist faculty and reviewers for the COE. It is expected that faculty members shall meet the high standards for their disciplines. The completion of minimal criteria does not guarantee promotion and/or tenure. Candidates must present an electronic

portfolio including a combination of as many examples of competence and distinction as possible. Additionally, the accomplishments of faculty members beyond minimal criteria must be considered in relation to the resources, e.g., library access, graduate assistants, teaching assistants, research equipment, facilities, travel support, technical support, organizational support etc., made available to them and relative to their annual assignments, including teaching and advising loads.

In addition to the Criteria for Consideration for Appointment, Promotion and Tenure Evaluation in the College of Education document, there are other documents that candidates should review. For example, candidates should refer to promotion and tenure guidelines contained in the most recent BOT/UFF Collective Bargaining Agreement, available on the Office of the Provost website. The peer review process entails examination by colleagues and administration within and from outside the institution. See peer review procedures at http://www.fau.edu/provost/faculty/collective-bargaining.php. Candidates should also refer to university documents related to promotion and tenure that are available on the Office of the Provost website, including the Tenure and Promotion Guidelines Memo; CV Template for Promotion and Tenure; Criteria for the Appointment, Promotion and Tenure of Faculty; and Principles for Creating Criteria for Promotion and Tenure of Faculty. These documents are available at https://www.fau.edu/provost/for-faculty/promotion-tenure/.

Examples of competence and distinction are presented as evaluation guides in this document (See Tables 1-3). It is to be understood that items within the portfolio may be listed under only one category (scholarship, instruction, or service). It is also understood that there is to be no duplication of entries within a category. The sections which follow highlight the requirements for consideration for promotion and tenure. Criteria examples for competence and distinction are also presented by the candidate in their self-evaluation and throughout the portfolio to support the case for promotion and/or tenure.

The COE Dean's office will provide a spreadsheet to department chairs no later than May of each year which summarizes the status of all tenure-track faculty according to the timeline for Third-Year review, and timeline for Promotion and Tenure review. The spreadsheet should be updated early fall to include any changes, such as new faculty hired over the summer. A spreadsheet for associate professors seeking promotion to professor should also be provided. This will help to ensure that faculty and department chairs have accurate information so that they can plan accordingly. All tenure-track faculty should be notified by the chair, in writing, annually about their status and timeline for third-year reviews and/or dates for application for tenure.

All tenured faculty members holding the rank of Associate Professor or Professor will vote by secret ballot on promotion applications and tenure applications of members from their department.

Promotion

To be considered for promotion, candidates must demonstrate an ongoing commitment to scholarship, instruction and service. Candidates must contribute to their respective disciplines through original work including activity demonstrated through publication of scholarly books, refereed articles, and refereed papers or other comparable works. In some disciplines, creative activity may be considered in addition to scholarly publications. The candidate must demonstrate commitment to and ability in teaching and related instructional activity. For example, competency is the demonstration of excellent teaching skills as reflected in student and peer evaluations, and instructionally related activities such as advisement of students, student mentoring, and curriculum development. Commitment to service must be demonstrated through contributions to the department, college, university, profession, and community engagement.

Tenure

To be considered for tenure, candidates must meet the criteria for promotion to associate professor. An untenured assistant professor must apply for promotion to associate professor at the same time they apply for tenure. The promotion application will be considered first and, if a positive recommendation is made, the candidate may be considered for tenure.

Promotion to associate professor is not sufficient for a recommendation of tenure. Promotion is based on accomplishments to date, but tenure recommendations are based on the likelihood that the candidate will make continuing and valuable contributions to the institution and the discipline. Tenure implies a sustained, long commitment to scholarship, instruction, and service within the university. A person receiving tenure will, at the minimum, have a continuing record of quality scholarship and/or other creative activity, quality teaching evaluations, and will have demonstrated continuing meaningful service to the college, university, and profession. Teaching and service will be viewed in relationship to the total number of years the individual has been employed in a college or university tenure track position. Candidates may elect to have accomplishments throughout their professional career considered. According to University guidelines, the tenure decision considers the entire academic career. However, the candidate's accomplishments and activities while at FAU should weigh heavily. In addition, according to university principles for creating criteria and standards, "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." Criteria for tenure evaluation shall be based on criteria used for promotion to the rank of associate professor. In all cases, the guiding question is a simple one:

> "Will the College be made better and stronger by its relationship with this professor over the remainder of their academic career?"

Guidelines for Promotion and Tenure Evaluation Criteria

General guidelines for promotion and tenure criteria in each of the areas of instruction, scholarship, and service are provided below. The nature of scholarly enterprise requires flexibility and freedom and should reflect a pattern of quality productivity. The COE provides a set of general guidelines accompanied by a variety of criteria examples of the kinds and levels of accomplishments that would constitute distinction and competence. See Tables 1-3 for criteria examples in the three areas of scholarship, instruction, and service. **The tables are intended as a guide for types of activities and are not meant to be exhaustive of all possible activities.** All faculty are expected to publish in peer-reviewed journals, book chapters, books, or juried presentations of creative works as appropriate for their discipline.

Scholarship Criteria

Both quality and quantity of scholarship are important. Thus, assuming a sustained publication record across the period under consideration, this could include a combination of peer reviewed articles, monographs, book chapters, software development, presentation of creative work in appropriate venues, and books. Indices of quality include but are not limited to those listed in Table 1. The burden is on the candidate to establish the quality of all work. Collaboration and interdisciplinary scholarship are encouraged. However, candidates should develop a balanced publication record that includes individual contributions to the body of knowledge and an indication that the candidate was an important contributor to the scholarship. A line of inquiry is expected which can include sublines of research. The candidate shall provide evidence of additional scholarly contributions such as those identified in Table 1.

Instruction Criteria

In the area of instruction, candidates must provide evidence of at least competence in teaching, including activities that contribute to the learning and growth of students. Such activities include demonstrations of effective teaching as evaluated by both students and peers. Candidates are expected to submit additional evidence of merit such as those identified by the COE criteria examples of distinction in Table 2. The burden is on the candidate to establish the quality of all work.

Service Criteria

Service represents the constructive contribution to collegial decision making performed by faculty at each of the different levels of the university. While service criteria reflect the activities of individual faculty at different levels, programs, departments, the college, and the university, it must be emphasized that the services being rendered go beyond the individual. Indices of quality include but are not limited to those listed in Table 3. The burden is on the candidate to establish the quality of all work.

Role of Department Chairs

Department, college, and university faculty service assignments should be guided by the department chair in terms of the annual assignment and should reflect the equitable distribution of responsibility across the unit.

Role of Candidates for Promotion and Tenure

Candidates should make a case for how and why they have selected the constellation of service responsibilities – external and internal service. Documentation on the curriculum vita, tables, and self-evaluations must distinguish where, when, and how faculty service contributes to both FAU and the academy beyond FAU (e.g., professional and disciplinary associations), community engagement, mandated service, and annual assignments. This documentation must include statements as to the quality and extent of the service; there is a distinction between doing a task and doing a task well. It is the faculty members' responsibility to highlight their quality contribution. Note that merely stating that one was a member of a committee – on a vita or in tables - will not reflect the quality of service provided.

Promotion to Associate Professor

Promotion to the rank of associate professor means that the candidate has demonstrated a continuous record of scholarship, as reflected by their assignment. The candidate is expected to demonstrate sustained quality scholarship activity. If considering early promotion, they should refer to University Criteria for the Appointment, Promotion, Tenure of Faculty for guidance. Candidates may elect to have their scholarship throughout their entire professional career considered, according to university guidelines. However, the candidate's accomplishments and activities while at FAU should weigh heavily. Criteria for tenure evaluation shall be based on criteria used for promotion to the rank of associate professor.

The promotion decision generally will consider the degree to which the candidate's scholarship is within a specialization and possible sublines of inquiry. Individuals seeking the rank of associate professor must demonstrate that they have made a successful transition to mature researcher/scholar who demonstrates they are capable of developing and completing research/scholarly projects. The candidate must demonstrate active engagement in scholarly activities central to their field.

Additionally, the candidate will present evidence of quality teaching performance. Candidates must demonstrate commitment and competence in both instructional and teaching activities. As appropriate, candidates are encouraged to demonstrate commitment and competence to applicable professional activities related to teaching. The candidate should be evaluated based on their ability to make contributions to the department and college's instructional programs.

In the area of service, promotion to associate professor requires the candidate to have a record of responsible participation in some service activities at the department, college, and/or university levels. As well, it is expected the candidate will have professional service at the international, national, state, and/or local levels.

Promotion to Professor

Promotion to the rank of Professor is recognition of the candidate's academic maturity with a sustained and substantial line(s) of research, with at least competency in instruction and service beyond the time of promotion to Associate Professor and with five years in rank as a norm. Because of the nature of academic careers and institutional needs, there is more variability in the kinds of candidates who will be promoted to Professor than those promoted to Associate Professor. As promotion to Professor is largely based on accomplishments since promotion to Associate, criteria for this promotion must be sufficiently flexible to accommodate the legitimate variations in faculty assignments and activity within the rank of Associate Professor. Candidates must demonstrate distinction in scholarship and at least competency in instruction and service. Decisions will be based on evidence that a candidate has developed all the dimensions of the faculty role as a scholar, teacher, and member of the professional community.

Notification of Candidacy Status

The result of the department's discussion and vote is summarized in a letter written to the department chair and copied to the candidate who may provide a response within five business days of receipt of the letter. The department chair writes a letter to the Dean which shall include a detailed analysis and evaluation of the work of the faculty member and a clear statement of support or non-support. A copy of the letter from the department chair is provided to the candidate who again has five business days to write a response. These letters are to be uploaded to the candidate's electronic portfolio before it advances to the next stage of evaluation by the College Promotion and Tenure committee.

Written notification of outcomes of the College Promotion and Tenure Committee, including rationale, will be provided to the Dean in the form of a letter and copied to the candidate. The candidate is granted five business days to write a response to the letter from the college committee. Upon receipt of the letter from the college committee, the Dean writes a letter with a clear statement of recommendation or non-recommendation regarding promotion and tenure. The candidate has five business days to write a response to the Dean's letter. All letters, including the candidate's response(s), are uploaded in the candidate's electronic portfolio prior to advancing to the next stage of evaluation.

Tables of Examples

See Tables 1-3 for criteria examples. The tables **are not all inclusive** of the possible scholarship, instruction, and service that is possibly produced by a faculty member. Faculty are responsible for describing in their narrative how their work represents competency or distinction and for providing supporting evidence in the portfolio. Faculty should describe the impact of their work. Faculty may consider metrics like citations, journal or association prestige, impact factor, downloads, views, various third-party metrics, and other sources that are relevant to their

field.

Table 1: Criteria Examples for Scholarship

Scholarship	
Competence Examples	**Distinction Examples**
Publication of book (regional publishing house; not a vanity press)	Publication of book (national/international publishing house; not a vanity press)
Published monograph (regional or state organization)	Published monograph (major professional organization or publishing house)
Published articles (regional or state refereed journals)	Published articles (international or national refereed journals)
Presentations (refereed; regional/state)	Presentations (refereed; international/national)
Publication of instructional material	Publication of workbooks/study guides published by a major publishing house
Published proceedings/papers in refereed state or regional publications	Published proceedings/papers in refereed international or national publications
Editor, book or readings published by regional or less recognized publishing house	Editor, book or readings published by national or highly recognized publishing house
Grant Examples: Submitting grants Funded internal grants	Grant Examples: Funded external grants
Editor-in-Chief, regional/state journal*	Editor-in-Chief, international/national journal*
Published articles in educational magazines (e.g., *Instructor*, *Learning*, or non-refereed journals)	NA
Reviewer of scholarly works in state refereed journal or for a regional publishing house*	Reviewer of scholarly works in national refereed journal or for a nationally recognized publishing house*
Artistic composition (juried regional/state)	Artistic composition exhibition (juried international, national recognition/publication) Artistic exhibition in a juried international or national recognition venue

Scholarship

Competence Examples	Distinction Examples
Performance exhibits regional/state venues	Performance exhibits international/national recognized venues
Translation of scholarly/literary works	NA
Nomination for honor/award for scholarship	Received Fulbright research award and other research awards
Patent/copyright with associated lines of inquiry application submitted	Patent/copyright with associated lines of inquiry issued
Guest for a podcast, submit a blog, appearance on television or radio that is based upon research.	NA
Research mentioned in popular media	Significant number of citations of work in professional literature
Achieve graduate faculty status	NA
Engage students (undergraduate or graduate) in research projects	Engage students (undergraduate or graduate) in research projects that lead to a presentation or publication.
Member of a community-engaged research project	Lead a community-engaged research project with a community partner.

*May be considered as scholarship or service activity but not in both areas.

Table 2: Criteria Examples for Instruction

Instruction	
Competence Examples	**Distinction Examples**
NA	Coordinator of doctoral program
NA	Coordinator of master's degree program
Member of Doctoral Committee	Chair or other especially significate role (must be explained), Doctoral Committee
Advising students at all levels.	NA
Member of master's thesis committee	Chair of master's thesis committee
Curricular activity that engages students (undergraduates or graduates) in research and inquiry through projects/assignments	NA
Initiate/develop special topics course	NA
Serve on a committee to develop a or update academic program/curriculum	Chair a committee to develop or update academic program/curriculum
Member of master's thesis committee	Chair master's thesis committee
Supervision of a capstone project	NA
NA	Build an internship or externship program
Conduct invited workshops	NA
Give a guest lecture at FAU.	Give a guest lecture at institutions of higher education
Develop a special topics course	Develop a course for the curriculum committee
Folio writing (for DOE or other approval)	NA
NA	Support/improve the teaching of other faculty
NA	Mentor an undergraduate or graduate researcher(s)
NA	Mentor a post-doctoral scholar(s)
Serve on committee or contribute to documentation to maintain for program accreditation*	Leadership role in maintaining program accreditation*
NA	Exemplary SPOT scores

Instruction

Competence Examples	Distinction Examples
Teach 2 different courses within the academic year	Teach 3 different courses within the academic year
Implementation of new teaching approaches or materials	Document effectiveness of new teaching approaches or materials
Participate in workshops/courses to improve instruction	Develop or lead workshops/courses to improve instruction.
NA	Publish open educational textbook
NA	Fulbright Teaching Award and other teaching awards

*May be considered instruction or service but not both

Table 3: Criteria Examples for Service

Service	
Competence Examples	**Distinction Examples**
NA	Administrative roles within college/university (associate deans, chairs, program directors)
Writing technical reports, educational documents, curriculum guidelines	NA
Member, state, national or international academic conference committee	Chair, state, national, or international academic conference committee
Member of a committee for state university system	Chair of a committee for state university system
NA	Service to federal or international educational system
Officer/appointments/committees/director (regional/state)	NA
NA	Attraction of significant funding for non-research programs in university, college, department
Grant reviewer (state/local, foundation)	Grant reviewer (federal, national professional organization)
Member of advisory board	Chair advisory board
Accreditation Service on Committees	**Accreditation** Member of Visiting Teams Authoring Reports
Mentoring • Sponsor student research presentations* • Serve on university mentoring program • Formally mentor adjunct instructors or new colleagues.	**Mentoring** • Lead mentor initiatives in the department, college and/or university. • Faculty advisor to student organizations
INTERNAL	**INTERNAL**
Membership on Committees: Program Committees, Department Committees College Committees, University Committees Membership includes regular attendance at meetings and/or voting as a representative and contributing to	**Leadership Roles on Committees:** Chair, Secretary, Treasurer roles on committees at different levels: Department Committees, College Committees, University Committees, University-Community Committees, Standing (e.g.,

decision-making	Promotion & Tenure) and ad hoc committees
EXTERNAL	**EXTERNAL**
- Reviewer for a journal or an academic press* - Member of a professional organization - Serve as reviewer of conference proposals - Community Engagement and public service. Participate in collaborations with community - Mandated and/or on-going voluntary service to schools, educational or community organizations - Provide workshops to community groups - Service that involves students (undergraduates and graduates) in research and inquiry activities*	- Chief, Associate or Assistant Editor of a peer-reviewed journal* - External Reviewer of P&T dossier from another university - Leadership in a professional organization - Serve as chair/discussant at conference sessions - Collaborate/support student (undergraduate or graduate) participation in conferences - Coordinate a conference strand/theme/special interest group - Leadership in community engagement and public service - Serve in an Advisory Board role - Initiate and maintain collaborative partnerships between the university and various community agencies or organization.
NA	Service Awards

*May be considered as scholarship or service/instruction activity but not in both areas

Revision History

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