

DEPARTMENT OF URBAN AND REGIONAL PLANNING PROMOTION AND TENURE CRITERIA

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PURPOSE

This document defines overall expectations regarding promotion and tenure for the Department of Urban and Regional Planning. Criteria for tenure and promotion focus on achievements and promise in the broad areas of Instruction, Research, and Service.

Tenure is the most significant commitment that the university can make to a faculty member. Decisions about 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 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.

Tenure within the Department of Urban and Regional Planning 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 professoriate. 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 and College.

For further information about policies, procedures, and timelines regarding promotion and tenure, please see: <http://www.fau.edu/provost/faculty/promotion-tenure.php>. The Interfolio requirements including sample tables concerning teaching and evaluation, chairing, or being a member of dissertation, thesis, or honors project committees, and instruction or instruction-related activities involving Undergraduate Research and Inquiry (URI) can be found on the Provost's website, [here](#).

CRITERIA AND STANDARDS TOWARDS PROMOTION AND TENURE

Third Year Review of Tenure-Track Faculty

During their third year of employment, tenure-track faculty will undergo a review. For assistant professors, unless otherwise defined by the appointment, the expectation for instructional activity is that faculty will have a fully developed portfolio of teaching, including both undergraduate and graduate courses. The teaching portfolio will document activity and accomplishments related to the courses that the faculty member has offered over the three-year period.

Assistant Professors are expected to develop a robust and focused pattern of research that is discipline-specific, and evidence of such productivity should emerge in the first three years.

The primary concern of the promotion/tenure review in the third-year review will be the potential of the individual, not the actual performance to date. It is possible that an individual with limited accomplishments could receive a positive third-year review if work in progress is deemed to be of very high quality. The Department Personnel Committee and the College Promotion and Tenure Committee will examine the materials submitted, meet to discuss the case, and vote by secret ballot on whether the Assistant Professor is on track for promotion and tenure.

Assistant Professors will be notified by written memoranda from Chair of the Department Personnel Committee and the Department Chair regarding the outcome of the third-year review at the Department level. The intent of the memoranda is to provide the Assistant Professor with feedback from the Committee and Chair's evaluations that can be used to improve performance. Candidates will be notified in writing by the Dean of the College regarding the outcome of the College Promotion and Tenure Committee Review. If the third-year review is negative, the Chair of the Department, in consultation with the Dean, may recommend a plan to improve the record that could result in acceptable performance.

Promotion from Assistant to Associate Professor

The successful candidate will clearly demonstrate ability for: teaching and related instructional activity; peer-reviewed research 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:

- 1) 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**.
- 2) 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 the Tables in the Appendix.

Promotion from Associate Professor to Professor

The successful candidate will clearly demonstrate ability for the following, commensurate with the rank of a Professor: teaching and related instructional activity; peer-reviewed research in the relevant field(s) of knowledge; and responsible and conscientious service to the university, the community, and the profession. The candidate should demonstrate a commitment and abilities required for the rank of Associate Professor.

In the area of teaching and other instructional activities, the criteria for promotion to the rank of Professor includes an ongoing commitment to teaching and learning and the demonstration of commitment to student success.

In the area of research, the criteria for promotion to the rank of Professor includes:

- 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;
and
- b) significant work in shared governance or service to the university, 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 **distinction** in either instructional activity or service and **competence** in the other; *or*
- 3) **distinction** in research and **competence** in the other two areas.

Please refer to the Tables in the Appendix for further information. The following table summarizes this same information:

	Research	Teaching	Service
Option 1	Excellence or Better	Excellence or Better	Excellence or Better
Option 2a	Distinction	Competence	Competence
Option 2b	Excellence	Distinction	Competence
Option 3	Excellence	Competence	Distinction

EVIDENCE OF ACHIEVEMENT

The tables provided in the Appendix of this document are designed to assist candidates in detailing evidence of their achievement; nonetheless, candidates should also refer to the specific guidance provided by the provost to ensure success.

CRITERIA FOR PROMOTION OF NON-TENURE TRACK FACULTY AND RESEARCHERS

Promotion of Instructors and Lecturers will follow the Provost’s Memorandum, *Appointment and Promotion of Instructors and Lecturers*. Please see: <http://www.fau.edu/provost/academic-affairs/faculty-appointments.php>

Promotion of Assistant Scholars, Assistant Scientists, and Assistant Research Professors will follow the Provost’s Memorandum, *Appointment and Promotion of Assistant Scholars/Assistant Scientists/Assistant Engineers/Assistant Research Professors*. Please see: <http://www.fau.edu/provost/academic-affairs/faculty-appointments.php>

APPENDIX: EVIDENCE OF ACHIEVEMENT TABLES
RESEARCH ACTIVITY*

<i>Indicators</i>	<i>Evidence of Distinction</i>	<i>Evidence of Excellence</i>	<i>Evidence of Competence</i>
<i>Scholarly Book/Monograph</i>	Peer reviewed book(s) published by a university or other reputable press	Non-peer reviewed book(s) published by a reputable press	Edited book(s) or editor of published conference proceedings
<i>Journal Articles</i>	Seminal articles in peer-reviewed journals or a pattern of articles in high-impact journals	Pattern of articles published in peer-reviewed journals	Articles published in peer-reviewed journals.
<i>Citation</i>	Very high frequency of citations by other scholars in comparison to others of similar title and sub-discipline	High frequency of citations by other scholars in comparison to others of similar title and sub-discipline	Citation of work by other scholars
<i>Grants</i>	Success in obtaining significant extramural funding evidenced by number of grants or amount of funds awarded	Pattern of success in obtaining extramural funding	Success in obtaining funding or pattern of sustained efforts in grant writing/ submission
<i>Peer Recognition</i>	Pattern of being recognized by academic peers for scholarly achievement, such as the receipt of prestigious fellowships, grants, or research awards	Singular academic awards (e.g., best paper in a journal, best paper at a refereed conference)	
<i>Other</i>			Book chapter, pattern of publication in non-peer reviewed publications, pattern of conference presentations, or other non-refereed research products.

* Faculty who have a signed contract with a publisher should be evaluated based on the approved P&T criteria at the time the contract came into effect regardless of any current or future changes to the P&T requirements.

TEACHING AND INSTRUCTIONAL ACTIVITY

Indicators	Evidence of Distinction	Evidence of Excellence	Evidence of Competence
<i>Textbook</i>	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/or software
<i>Curriculum</i>	Leadership in development and implementation of a new degree program, 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>SPOT scores</i>	Pattern of outstanding student evaluations in regularly taught courses.	Pattern of above-average student evaluations in regularly taught courses.	Pattern of average student evaluations in regularly taught courses.
<i>Recognition</i>	Recognition via university or extramural teaching awards	Recognition via college or department teaching awards	Pattern of teaching commendations
<i>Doctoral and Master's Thesis 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>Mentoring Students</i>	Pattern of mentoring students resulting in recognition for students or other signs of student success	Pattern of mentoring graduate and/or undergraduate students	Supervising directed independent studies or evidence of mentoring
<i>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 or internal funding
<i>Community Engagement as Instructional Activity</i>	Awards or influencing public policy via a sustained effort of community engagement through coursework as documented in reports, presentations, and exhibits	Pattern of sustained community engagement through coursework as documented in reports, presentations, and exhibits	Evidence of community engagement through coursework as documented in reports, presentations, and exhibits
<i>Undergraduate Research as an Instructional Activity</i>	Awards, grants or significant educational contributions due to a sustained effort of undergraduate research through coursework	Pattern of sustained effort of undergraduate research through coursework	Evidence of undergraduate research through coursework

INSTITUTIONAL, COMMUNITY, AND PROFESSIONAL SERVICE

Indicators	Evidence of Distinction	Evidence of Excellence	Evidence of Competence
<i>Program Administration and Review</i>	Service as department chair or program coordinator that demonstrably results in significant advancement of the mission and goals of the Department, College, or University, as evidenced by program rankings, significant increases in enrollment, formal university recognition, or other external indicators of success	Service as department chair or program coordinator that leads to the meaningful advancement of the goals and objectives detailed in the department's strategic plan, contributes to increased enrollment in the department's academic programs, or that meaningfully contributes to departmental accreditation or program review	Service as department chair or program coordinator that sustains the department's mission, goals, and objectives, and maintains current enrollment trends
<i>Journal Editorship</i>	Chief editorship of indexed scholarly journal	Associate, section, managing editor (or equivalent) of indexed scholarly journal	Editorial staff (e.g., book review editor, computer editor, practice editor), guest editor for scholarly journal or editorial board member for indexed scholarly journal(s)
<i>Professional Associations, Professional Conference, Academic Committees, Institutional Contributions, Civic Appointments, Student Organizations</i>	Pattern of extraordinary accomplishments	Pattern of significant participation	Meaningful participation
<i>Funding for Service-Related Activity</i>	Pattern of obtaining significant extramural funding to support service-related activity in the department, college, or university	Pattern of obtaining extramural funding to support service-related activity in the department, college, or university	Evidence of obtaining extramural or internal funding to support service-related activity in the department, college, or university

<i>Civic Appointments and Service</i>	Appointment to major international, federal or state commissions, task forces, or boards	Appointment to regional or local commissions, task forces, or boards Pattern of service to major Federal or State commissions, task forces, or boards Invited/keynote participation in activities undertaken by major international, federal, or state organizations	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 engagement resulting in awards, peer-reviewed articles, and/or changes to public policy or professional practice	Pattern of community engagement.	Evidence of community engagement
<i>Manuscript Review</i>		Extensive peer review work for granting agencies or publication presses/ journals	Consistent peer review work for granting agencies or publication presses
<i>Mentoring Junior Faculty</i>		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
<i>Undergraduate Research as Service</i>	Sustained pattern and continuing record of guidance and mentoring of undergraduate students resulting in awards, peer-reviewed articles, and/or changes to public policy or professional practice	Pattern of guidance and mentoring of undergraduate students	Evidence of guidance and mentoring of undergraduate students