



A JOURNEY
THROUGH THE SEAS
OF TENURE AND
PROMOTION

The background of the slide features a complex, abstract design composed of several concentric circles and arrows. The circles are rendered in white and light gray, with some having solid black outlines. Arrows, also in white and light gray, point in various directions, creating a sense of motion and flow. The design is set against a dark blue background with a subtle grid pattern.

FLORIDA ATLANTIC UNIVERSITY

P&T FORUM

APRIL 22, 2025

UNIVERSITY P & T COMMITTEE MEMBERS

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- College of Business
- College of Education
- College of Engineering and Computer Science
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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.

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

II. STANDARDS AND CRITERIA

The key question:

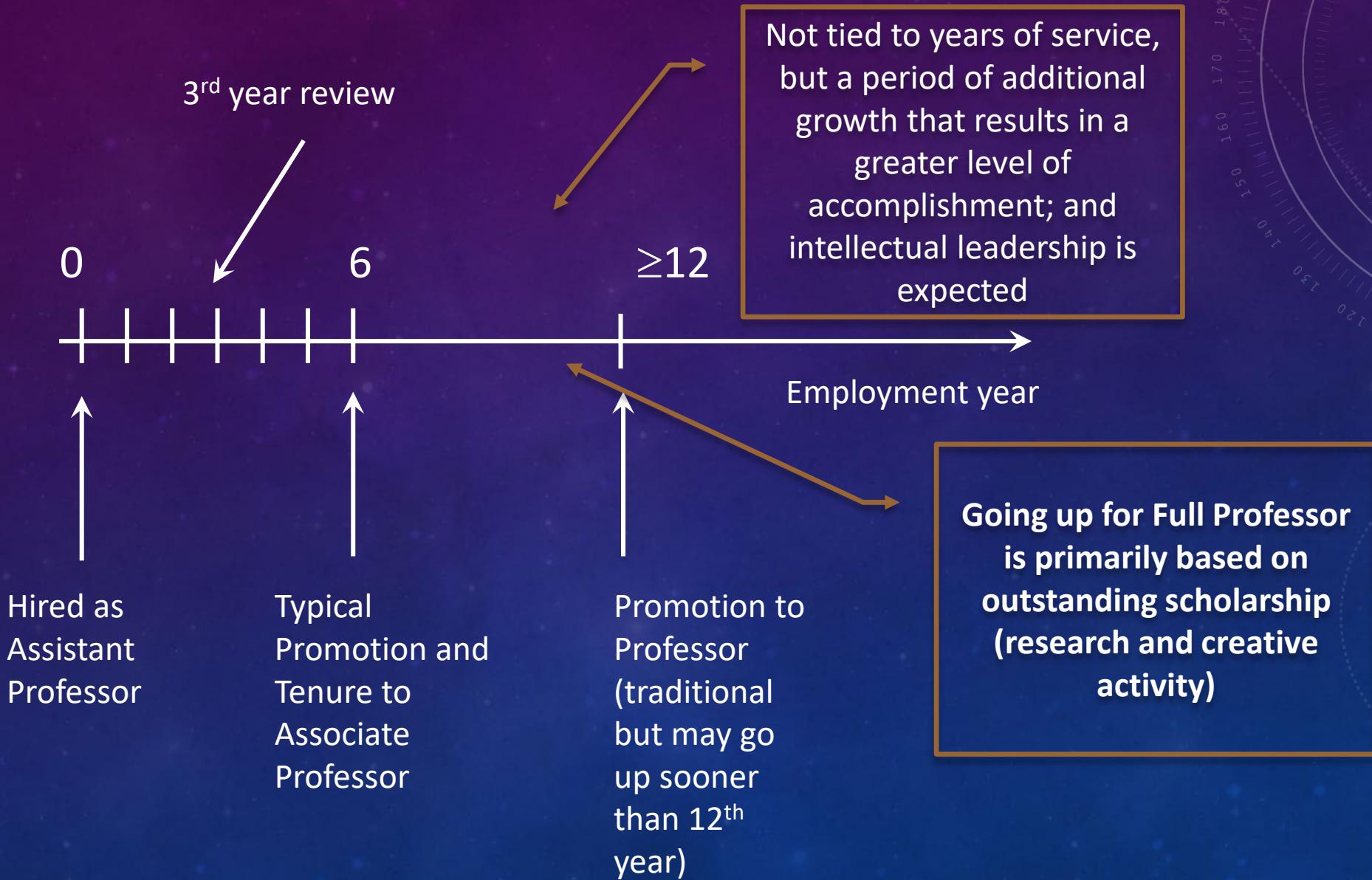
Does the candidate's record reflect both the commitment and the promise to sustain a career-long record of effective teaching and advising, scholarship at the forefronts of knowledge, and effective service?

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

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

III. FACULTY CAREER PATH



IV. PORTFOLIO

Documentation of performance

- Teaching evaluations (students, peers, administrators)
- Research record (publications, grants, creative work)
- Service (FAU committees, statewide service, professional organizations)

Evidence of progress

- Job description and expectations
- Record of previous years' recommendations at all levels
- Written evaluations by candidate, peers, and administrators

External evaluations

- minimum of 3 letters from outside experts
(no-one with potential conflict of interest)



Tip #1

Organize

Organize

Organize

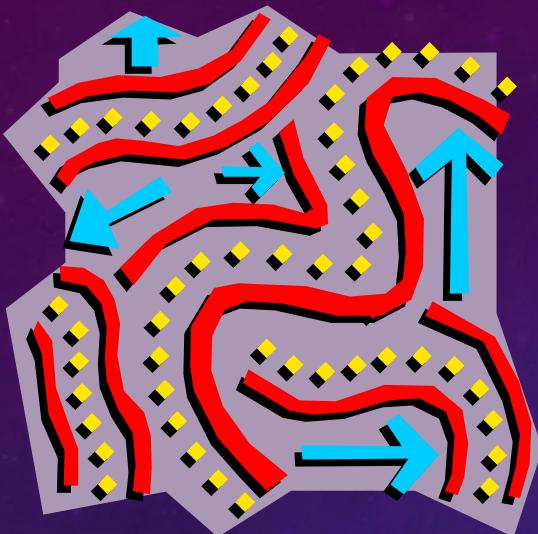
- Systematically design your packet.
 - Follow the Provost's guidelines
 - Follow the College Guidelines
 - Follow ePortfolio order



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.



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



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.

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?

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?

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?

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?

V. REVIEW PROCESSES



President certifies to FAU BOT that all procedures in University Regulation 5.006 (Tenure Procedures) have been followed

VI. PROCESS TIMELINE EXAMPLE: PREPARING THE PORTFOLIO

(see Department/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. NO CONFLICT OF INTEREST. External reviewers should state their relationship/no relationship in their letters
 - 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 candidate's wish to waive or not waive review of external letters)
 - **ALL** request letters must originate from in portfolio
- Materials sent to external reviewers.
- Check for your College/Department date for due date of reviews.

VII. THE ONLINE & WORKFLOW SYSTEMS

- Promotion and tenure processes use Interfolio Review, Promotion and Tenure (RPT):
 - 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.

VIII. PROVOST P&T MEMO

- Ordering of Materials in the P&T Portfolio – (see page 3 of Provost Memo)
- Pages 4-16 detail the requirements of the contents of each section of the portfolio
- Page 17 presents the timeline

IX. QUESTIONS AND ANSWERS