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**FLORIDA ATLANTIC UNIVERSITY**  
**DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS**  
**SCHOOL OF ARCHITECTURE PROMOTION AND TENURE CRITERIA**

P&T Revision Committee: Spring 2021  
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## **1. THE SCHOOL OF ARCHITECTURE PROMOTION AND TENURE CRITERIA**

### **1.1 PURPOSE**

This document defines overall expectations regarding promotion and tenure for the School of Architecture. 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 within the discipline and the university.

The Provost's Memoranda regarding promotion and tenure shall supersede this document. If there is a conflict between the requirements, materials, and dates of submission in this document and the Provost's Memoranda, then the Provost's Memoranda will prevail.

### **1.2 TENURE**

Tenure is the most significant commitment that the university can make to a faculty member. Tenure Decisions 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 based on their annual assignments.

Tenure within the School of Architecture 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/school/college.

### **1.3 COLLEGIALITY**

A positive recommendation for the awarding of tenure in the School of Architecture 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, attending Honors Convocations, graduations, and faculty meetings.

#### **1.4 THE ROLE OF THE FACULTY**

The School of Architecture 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 for 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 aimed at 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 School of Architecture Promotion and Tenure Committee consists of all full-time faculty holding the rank of Professor or Associate Professor. The faculty of the school shall elect one member, holding the rank of Professor, to serve as the Chair and as the School's representative on the College Promotion and Tenure Committee. 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 fewer than three at the rank of Professor are 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 on all new appointments with tenure and appointments to tenure-earning positions at the rank of Associate Professor or Professor, with or without tenure. The Chair of the College Promotion and Tenure Committee represents the College on the university-level Promotion and Tenure Committee.

## **1.6 THE SCHOOL OF ARCHITECTURE PROMOTION AND TENURE SYSTEM**

The overall goals of the School of Architecture 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 School and the annual assignments are the basis for evaluating performance and progress towards tenure.

### **2.2 PROCEDURES FOR FACULTY PERFORMANCE EVALUATION**

The Director of each school will rate each faculty member's performance on the annual evaluation in accordance with the procedures described in the Faculty Handbook.

### **2.3 THIRD-YEAR REVIEW FOR UNTENURED FACULTY**

During their third year of employment, untenured faculty will undergo a review. The third-year review is a mechanism to evaluate a candidate's progression toward tenure. All documents that are submitted in a tenure and promotion portfolio, other than external letters, are submitted in a third-year review portfolio. Third-year review typically takes place in the spring of the candidate's third year of the tenure and promotion timeline.

Assistant Professors are expected to have a fully developed portfolio of teaching; a robust and focused pattern of research and creative activity that is discipline-specific; 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 "Good" must be accompanied by a recommendation from the Director for non-reappointment.

### **THIRD YEAR REVIEW TIMELINE**

The timeline for submission of the Third Year Review documents is usually the first week of the spring semester; and shall be in accordance with College schedules and timelines.

## **PROMOTION & TENURE TIMELINE**

The timeline for submission of P&T-related documents is usually the first week of the fall semester; and shall be in accordance with College and Academic Affairs schedules and timelines.

### **3. CRITERIA, STANDARDS, AND PROCEDURES FOR PROMOTION**

#### **3.1 PROMOTION FROM INSTRUCTOR TO SENIOR INSTRUCTOR**

Full-time Instructors share all of the rights and responsibilities of tenure track faculty members, however are not eligible for tenure. Evaluation for promotion of Instructors is based on the candidate's performance and record pursuant to their specific assignments and employment contract. The primary activity for Instructors is teaching, however some research/creative activities and service, including program administration, may be assigned or encouraged.

Promotion of Instructor to Senior Instructor shares similarities in promotion and timeframe expectations with tenure track promotions, without consideration of tenure. For Instructors seeking promotion to the senior rank, distinction must be demonstrated over a timeframe that is roughly parallel to tenure and promotion expectations.

Assessment of Instructors for promotion emphasizes teaching. In addition, impacts and distinction in service and/or research and creative activities can strengthen a candidate's application for promotion. However, in accordance with University guidelines, service and research are complementary rather than stand-alone factors in the promotion track for Instructor to Senior Instructor.

The standards for fulfilling these criteria are as follows:

- 1) In the area of teaching, the candidate for promotion from Instructor to Senior Instructor will have demonstrated at least a pattern of "Outstanding."
- 2) In the areas of research and/or creative activities and service, the candidate for promotion from Instructor to Senior Instructor will have demonstrated at least a pattern of "Good" performance.

Evidence for fulfilling these standards is listed in Section 3.

#### **3.2 PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

The successful candidate will clearly demonstrate the 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:

- 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 "Outstanding."
- 2) In the areas of teaching and service, the candidate for promotion from Assistant to Associate Professor will have demonstrated at least a pattern of "Good" performance.

Evidence for fulfilling these standards is listed in Section 3.

### 3.3 PROMOTION FROM ASSOCIATE PROFESSOR 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 exceptional or outstanding commitment and abilities required for the rank of Associate Professor; (b) demonstration of exceptional or outstanding commitment and ability in the development of programs and other curricular efforts; (c) exceptional or outstanding demonstration and commitment to advising and mentoring; (d) commitment and ability in enhancing the instructional abilities of other faculty; (e) exceptional or outstanding commitment and ability to teaching and learning; (f) outstanding or good commitment and ability to take a leadership role on curriculum and related matters; (g) outstanding or good commitment and ability to work with students in disciplinary or professional settings; (h) outstanding or good 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 “Outstanding” work in collegial governance, administrative work, in service to the community, or the profession.

A pattern of excellence can be defined as sustained performance in the delivery of peer-reviewed research and/or creative activity. The breadth and depth of each kind of research or community engagement activity will be evaluated based on the importance of the publication, event venue, award or engagement. “Local, Regional, State, National and International” can be used to gauge dissemination and importance, as the impact factor of journals, and the number of citations.

Recognition of conference papers at highly competitive top-tier peer-reviewed conferences may be recognized as similar to blind peer-reviewed journal publications. (For example: conference proceedings such as the ACSA National Conference, ACADIA, Beginning Design Conference, or PLEA, as indicated in the current Faculty Handbook, as reviewed and updated by the faculty.) Acceptance rates of papers at these and for journal publications should be included in the faculty member’s dossier. Candidates should also include the number of citations for other publications and their quality based on differentiating between peer-reviewed or non-peer-reviewed journals, proceedings, book chapters, etc.

For promotion to Professor, the candidate will have achieved one of the following:

- 1) “Exceptional” performance (distinction) or “Outstanding” performance (excellence) in the above three categories; or
- 2) “Outstanding” performance in research and/or creative activity and “Exceptional” performance in either instructional activity or service and “Good” (competence) in the other; or
- 3) “Exceptional” performance in research and/or creative activity and “Good” in the other two areas.

### **3.4 EVIDENCE OF ACHIEVEMENT**

Promotion to both Associate Professor and Professor is decided on the 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 accomplishments 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.

### **3.5 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 shall follow the University Guidelines for nominating potential external and internal reviewers.

Candidates for promotion should acquaint themselves with the relevant documents that complement this document. They should review: (1) the most current FAU Provost Memoranda, "Promotion and Tenure e-Portfolio Guidelines for Tenure-Track Faculty"; and "Non-Tenure-Track e-Portfolio Guidelines"; and (2) the UFF/BOT Collective Bargaining Agreement (CBA). The Provost's Memoranda regarding promotion and tenure shall supersede this document. If there is a conflict between the requirements, materials, and dates of submission in this document and the Provost's Memoranda, then the Provost's Memoranda will prevail.

On or about the first week of the academic year in which promotion is considered, candidates shall notify the Chair of the Promotion and Tenure Committee of the School upon submission of the portfolio, consistent with current FAU guidelines. The School's Promotion and Tenure Committee shall solicit comments from both external and internal reviewers. Materials reviewed at the School level shall include all material to be submitted to the university level, and shall meet the requirements, including documentation, format, and submissions, as set forth in the most current FAU Provost Document, Guidelines for Appointment, Promotion, and Tenure of Faculty, Florida Atlantic University.

<b>EVIDENCE OF RESEARCH ACTIVITY</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b>Scholarly Book/ Monograph</b>	Book(s) with a significant contribution to the field endorsed by a reputable press or external institutions	Edited book(s) or editor of published conference proceedings, publications endorsed by the academic unit or university	
<b>Journal Article</b>	Seminal articles in the most recognized peer-reviewed journals in the field	Articles in recognized peer-reviewed journals in the field	Scholarly articles
<b>Textbook</b>	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
<b>Book Chapter</b>		Pattern of publication of chapters in a reputable press	Published book chapter
<b>Conference Proceedings</b>	A pattern of publication refereed by reputable national, international conference proceedings with very high impact.	Pattern of publication in refereed reputable national conference proceedings with high impact	Pattern of publication in refereed conference proceedings
<b>Citation</b>	Very high frequency of citations by other scholars	High frequency of citations by other scholars	Citation of work by other scholars
<b>Extramural Grants</b>	Pattern of success in obtaining significant extramural funding	Pattern of success in obtaining extramural funding	Success in obtaining extramural funding
<b>Internal Awards/Grants</b>		Pattern of success in obtaining significant internal funding	Pattern of success in obtaining internal funding
<b>Grant Submission for Research</b>			Pattern of sustained efforts in grant writing and submission
<b>Journal Editorship</b>	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

<b>EVIDENCE OF RESEARCH ACTIVITY (Cont.)</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b>Editorial Board</b>			Editorial Board Member for important scholarly journal(s)
<b>Manuscript Review</b>	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
<b>Peer Recognition</b>	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)	
<b>Scholarly Presentations/ Keynote Addresses</b>		Plenary presentations at the top-tier conferences Keynote Addresses at International, National, Regional and State Meetings Major addresses at a recognized university Invited with paid expenses to speak in International conferences	Presentation of scholarly research at International, national, regional, and state meetings
<b>Interdisciplinary Research Activities</b>			Pattern of interdisciplinary research activities
<b>Mentoring Students</b>		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
<b>Mentoring Junior Faculty</b>		Pattern of extraordinary effort mentoring junior faculty resulting in significant identifiable improvement in research productivity	Mentoring junior faculty resulting in significant identifiable improvement in research productivity

<b>EVIDENCE OF RESEARCH ACTIVITY (Cont.)</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b><i>Community Engagement</i></b>	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

<b>EVIDENCE OF CREATIVE ACTIVITY</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b><i>Completed architectural projects (built and unbuilt)</i></b>	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
<b><i>Architectural and design competitions</i></b>	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
<b><i>Exhibited work</i></b>	Pattern of public art commissions	Solo exhibition or juried public art commission	Juried group exhibition
<b><i>Curatorial practice</i></b>	Exhibition(s) at institutions of national/international standing or impact.	Pattern of exhibitions at institutions of regional/local standing or impact.	Exhibition at an institution of regional/local standing or impact.
<b><i>Jury activities</i></b>	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
<b><i>Critically reviewed design work</i></b>	Pattern of critical reviews of design work in a national/international publication	Critical review of design work in a national/international publication	Pattern of reviews in state/regional institution/organization

<b>EVIDENCE OF TEACHING AND INSTRUCTIONAL ACTIVITY</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b>Curriculum</b>	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
<b>SPOT scores</b>	Pattern of outstanding student evaluations in regularly taught courses. (New SPOT : mean of items 1-5 and item 6)	Pattern of above average student evaluations in regularly taught courses. (New SPOT : mean of items 1-5 and item 6)	Pattern of average student evaluations in regularly taught courses. (New SPOT : mean of items 1-5 and item 6)
<b>Peer Evaluation</b>			Presence of formative peer evaluation of the last two years of teaching
<b>Recognition</b>	Recognition via university or extramural teaching awards	Recognition via College or Department teaching awards	Pattern of teaching commendations
<b>Doctoral Dissertation Supervision</b>	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

<b>EVIDENCE OF TEACHING AND INSTRUCTIONAL ACTIVITY (Cont.)</b>			
<b>Indicators</b>	<b><u>Evidence of Exceptional Performance</u></b>	<b><u>Evidence of Outstanding Performance</u></b>	<b><u>Evidence of Good Performance</u></b>
<b>Thesis Supervision</b>	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
<b>Mentoring Students</b>	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
<b>Extramural Grant Funding for Instruction</b>	Pattern of success in obtaining significant extramural funding/grants for instructional programs or activities	Obtaining extramural funding /grants for instructional programs or activities	Obtaining small extramural grants/ contracts for instructional programs or activities
<b>Grant Submission for Instruction</b>			Pattern of sustained efforts in grant writing and submission
<b>Interdisciplinary Instructional Activities</b>			Pattern of interdisciplinary instruction
<b>Contribution to On-line Instructional Activities</b>	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 online	Pattern of participation in instructional activities leading to introduction of web-based tools of content delivery and student learning outcomes assessment

<b>EVIDENCE OF TEACHING AND INSTRUCTIONAL ACTIVITY (Cont.)</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b><i>Community Engagement</i></b>	<p>Pattern of sustained community engagement through service, 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>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>Pattern of developing and delivering international distance education courses for communities</p>	<p>Examples of community engagement through coursework 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>Sustained development or leadership position in delivering instruction to communities</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>Committee member or participation with professional, academic, and/or community organization</p> <p>Developing and delivering distance education courses</p>

<b>EVIDENCE OF INSTITUTIONAL/COMMUNITY/PROFESSIONAL SERVICE</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b>Professional Associations</b>	Service on the board of directors of an international or national professional association.	Service on the board of directors of a regional, or state, organization	Service on a committee or council of a regional, state, or local organization
<b>Professional Conference</b>	Service as chair of a national or international conference in the discipline, such as conferences hosted by ACSA, AIA, SARA, SAH	Pattern of service as organizer or member of a conference committee hosted by professional, academic, and/or government agency.	Committee member or participation in conferences hosted by professional, academic, and/or government agency.
<b>Mentoring Junior Faculty</b>	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.
<b>Institutional Contributions Program Coordination/Administration/ Program Review/ Accreditation</b>	Program Director/Administrator Coordinator of an academic unit achieving significant advancement of the instructional mission and goals of the Academic Unit, the College, and University	Program Director/Administrator/ Coordinator of an academic unit with a pattern of initiative in promoting the academic mission of the academic unit, the College, and the University	Significant service in program review and accreditation activities of an academic unit
<b>Unit/College/University Committees and Governance</b>	To lead effectively in faculty governance, committee work, etc., and represent the college at the university level	To lead effectively in faculty governance, committee work, etc., and represent the unit at the college level	To participate effectively in faculty governance, committee work, etc.

<b>EVIDENCE OF INSTITUTIONAL/COMMUNITY/PROFESSIONAL SERVICE</b>			
<b>Indicators</b>	<b>Evidence of Exceptional Performance</b>	<b>Evidence of Outstanding Performance</b>	<b>Evidence of Good Performance</b>
<b><i>Student Engagement</i></b>	Pattern of sponsorship or significant advisory service in national or international conferences hosted by student organizations	Pattern of participation in regional conferences hosted by student organizations	Pattern of participation in local conferences and events hosted by student organizations
<b><i>Extramural Funding for Service-Related Activity</i></b>	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
<b><i>Civic Appointments</i></b>	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
<b><i>Community Engagement</i></b>	Sustained pattern of recognized community engaged service, resulting in citations of the publication(s) and work, and/or changes to codes and regulations	Demonstrated community engaged service resulting in peer-reviewed publication, awards, exhibition, and/or changes to public policy, standards, or professional practice	Committee member of a professional, academic, and/or community organization  Community-engaged service

	<p>International/national elected, or appointed position in a professional or academic association or organization</p> <p>Service on the board of directors of a national or international association or organization</p>	<p>Leadership in professional, academic, and/or community organization, as chair of a committee or council</p>	
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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 based on 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, the employee may request that all or a portion of such credit be withdrawn once, before a 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 date of the start of employment of the candidate is at mid-year, the letter of offer shall specify whether the tenure application shall include 4.5 or 5.5 years of employment 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 a 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 an 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 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 based on appropriate criteria.

## **5.0 AMENDMENTS**

Amendment of this document shall follow the same procedures for amending the School of Architecture Bylaws.

## **6.0 ENACTMENT**

These policies will take effect after approval, by secret ballot, of the majority of the faculty of the School of Architecture, the Dorothy F. Schmidt College of Arts and Letters, and final authorization by the FAU Office of Academic Affairs.

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APPROVED BY THE FACULTY OF THE SCHOOL OF ARCHITECTURE  
26 MARCH 2021  
Approved by Provost, Spring 2021