

**Criteria for Consideration for **Appointment**, Promotion and Tenure Evaluation in the  
College of Education, Florida Atlantic University  
(Revised February 1997, Revised September 2002, Revised May 2006, Revised 2017)**

**General Statement**

This document provides college-wide criteria for all tenure-track faculty in the College of Education 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 Instruction, Scholarship/Research/Creative Activity, 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 excellence in scholarship, teaching, and service. Appointment is made on the judgment that individuals are capable of reaching 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 excellence according to the appropriate rank in the three area of instruction, research/scholarship/creative activity, and service.

**Granting Tenure as a Condition of Employment**

Before promising a prospective faculty member that he or she 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 professor's tenure at other universities, a sample of the candidate's major research accomplishments, letters of recommendation (preferably from people of national reputation in the professor's field), a vote of the tenured faculty in the FAU receiving department ~~of the department involved~~, and letters of recommendation from the FAU Department Chair and the FAU Dean (which includes the vote of the College Promotion and Tenure Committee).

**Promotion and Tenure**

Promotion and tenure awards are a measure of recognizing ~~and protecting~~ professional excellence ~~over the course of~~ in an individual's academic career. It is recognized that there is no single model that can prescribe competence and excellence across all disciplines within the

College of Education. This document is intended as a series of general criteria appropriate for assisting individuals in establishing professional objectives to meet their professional goals in the College of Education, Florida Atlantic University. The evaluation of candidates for promotion and tenure must reflect their assignment and, with reference to those assignments, be based primarily on their accomplishments in instruction, research and other scholarly or creative accomplishments, and service/administration.

The promotion and tenure guidelines criteria outlined in this document have been developed to maximize pre-judgment within the College of Education. It is expected that faculty members shall meet the highest standards for their disciplines. **The completion of minimal criteria does not guarantee promotion and/or tenure. Candidates are encouraged to present a portfolio which includes as many indicators of excellence as they are capable of.** Additionally, the accomplishments of faculty members beyond these minimal criteria must be considered in relation to the resources (e.g. library access, graduate assistants, etc.) made available to them.

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 within and from outside the institution. (See procedures.) Candidates should also refer to university documents related to promotion and tenure that are available on the Office of the Provost website, including the Promotion and Tenure **Portfolio Guidelines Memo; Materials Memo; University Promotion and Tenure Forms; CV Template for Promotion and Tenure; Portfolio Preparation, and Guidelines Criteria for the Appointment, Promotion and Tenure of Faculty; and Principles for Creating Criteria for Promotion and Tenure of Faculty.**

All tenured members holding the rank of Associate Professor or Professor will vote by secret ballot on promotion applications and tenure applications of members of their department.(Added April, 2002) (See COE Promotion & Tenure Voting Procedures).

Indicators of competence and excellence are presented as evaluation guides in this document. It is to be understood that items 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: (e.g., if a candidate meets the requirements of publishing an edited book for promotion to the rank of professor, the candidate cannot cite authorship of a chapter in that same book as an additional indicator of excellence). The sections which follow highlight the requirements for consideration for promotion and tenure. Criteria of indicators for competence and excellence are also presented.

A Criteria-Data Table is required of all candidates and is to be included in the front pocket of the portfolio/notebook. The table is intended to provide an easy format to find information about accomplishments relative to approved criteria.

The Criteria-Data Table is divided into three categories:  
Scholarship/~~Publications~~**Research**/Creative Activities, Teaching, and Service. For each

category, the COE established indicators of excellence are presented together with a candidate's supporting data. For each category, it also presents COE indicators of competence together with a candidate's supporting data. The table will be useful to candidates and reviewers assessing the level to which an applicant does not meet, meets, or exceeds approved criteria.

The COE dean's office will provide a spread sheet no later than May of each year which summarizes the status of all tenure-track faculty according to: time line for Third Year review, and time line for Promotion and Tenure review. The spread sheet should be updated early fall to include any changes, such as new faculty hired over the summer. A spread sheet 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.

The College of Education will provide the standardized notebooks and labels needed for Promotion and Tenure candidates. (Notebooks are not provided for Third Year Review.)

### **Promotion**

To be considered for promotion, candidates must demonstrate continuous commitment to research/scholarship/creative activity, teaching, 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 publication. The candidate ~~to~~ must ~~also~~ demonstrate commitment to and ability in teaching and related instructional activity including, but not limited to excellence on teaching and peer evaluations, instructionally related activity such as advisement, student mentoring, and curriculum development. Commitment to service must ~~also~~ be demonstrated ~~This may be through~~ contributions to the department, college, university, and profession including public schools, professional organizations, community agencies, and other such nonprofit or public organizations, and in the community. The quality of research/scholarship/creative activity, teaching, ~~instructional activity~~, and service shall be evaluated by students and peers, as well as through administrative and self-assessment.

### **Tenure**

To be considered for tenure, candidates must meet the criteria for promotion to associate professor. Part of the evidence in every tenure decision is whether the candidate meets the criteria for 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

collegial judgments about the likelihood that the candidate will make continuing and valuable contributions to the institution and the discipline.

Tenure implies a life-long commitment to instruction, scholarship, and service at the university level. **A person receiving tenure will, at the minimum, have a continuing record of quality scholarship, 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 scholarship activities 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. 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 his or her academic career?"**

### **Guidelines for Promotion and Tenure Evaluation Criteria**

General guidelines for promotion and tenure criteria in each of the areas of instruction, scholarship/research/creative activity, and service are provided below. The nature of scholarly enterprise requires flexibility and freedom, therefore, a "checklist system" of evaluation or a single stereotype of effective performance is not embraced. Rather, a pattern of quality productivity is expected. The approach of the College of Education is to provide a set of general guidelines with emphasis on demonstration of patterns of quality productivity and example indicators of excellence. Within this general set of guidelines, a variety of contributions to the goal of excellence is possible.

#### **Instruction Criteria**

In the area of instruction, candidates must provide evidence of excellence in teaching including activities that contribute to the learning and growth of students. Such activities include demonstration of effective teaching as evaluated by both students and peers. Additional instructional endeavors include demonstration of commitment and ability: in the development of courses, programs and other curricula efforts; to advising and mentoring of students and other faculty; to a leadership role on curriculum related matters; to obtain success in working with students in disciplinary or professional clubs; and to prepare courseware such as textbooks, video programs, software, and internet access. Additional evidence of merit such as those identified by the COE indicators of excellence may be submitted, if documented, by the candidate.

#### **Scholarship/Research/Creative Activity Criteria**

Both quality and quantity of research, scholarship, and creative activity are important. Thus, assuming at least one peer reviewed article per year, quality of contribution to the body of knowledge is the major criterion. Indices of quality include (but are not limited to) those listed in the Indicators Table. For publication outlets not considered to be leading journals in the candidate's area of discipline, the burden is on the candidate to make an argument that the outlet nonetheless constitutes a high level of quality. In fact, the burden is on the candidate to establish the quality of all work.

Collaboration in research and scholarship is embraced. However, candidates are encouraged to develop a balanced publication record that includes individual contributions to the body of knowledge and an indication that the candidate was one of, if not the most important contributor to the work.

The candidate shall provide evidence of additional scholarly contributions such as those identified by the College of Education indicators of excellence.

### **Service Criteria**

Service represents the constructive contribution to collegial decision making at each of the different levels of the university performed by faculty. 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. The following principles guide the selection of evidence for excellence in service:

- Given the differences in organizational cultures, service reflects the wide range of needs tailored to meet the faculty's service commitments
- Categories of competence and excellence reflect activities from routine to exceptional service
- Committees themselves differ in terms of commitment, governance and significance
- Service achievements should demonstrate contributions towards:
  - o Citizenship
  - o Mentoring
  - o Responsibility to the collective good, and
  - o FAU's obligations to the community it serves

#### Role of Department Chairs:

Faculty service assignments should be guided by the department chair/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 – whether in external or 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., profession 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 you were a member of a committee – on a vita or in tables - will not reflect the quality of service provided.

### **Appointment to Assistant Professor**

Appointment to the rank of assistant professor means that the candidate provides evidence of potential excellence in scholarship and high quality performance in teaching. The rank of assistant professor requires that the individual hold the highest earned degree appropriate to the candidate's discipline.

The assistant professor requirements that follow are for faculty members who were hired at the rank of non-tenure track instructor and seek to be hired at the rank of assistant professor. In most cases, a candidate holding a terminal degree will be initially employed as an assistant professor.

Scholarship/Publication/Creative Activity—The candidate will:

1. Hold the highest earned degree appropriate to the candidate's discipline; and
2. Provide evidence of quality scholarship in at least two areas of competence or excellence as identified by the COE indicators of competence or excellence.  
(See indicator list that follows)

Teaching—The candidate will:

1. Provide evidence of quality teaching performance;
2. Demonstrate significant contributions in at least two additional areas of competence and excellence  
(See indicator list that follows)

Service—The candidate will:

1. Provide evidence of service to the school district and/or community
2. Demonstrate significant contributions in at least two additional areas of competence and excellence  
(See indicator list that follows)

### **Promotion to Associate Professor**

Promotion to the rank of associate professor means that the candidate has demonstrated a continuous record of **exemplary research and scholarship** as reflected by assignment.

Scholarship is viewed in relationship to the total number of years the candidate has been employed in a college or university in a tenure track position. Candidates may elect to have scholarship activities 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. 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 research, scholarship or other creative activities reveal specialization rather than a series of unrelated products. **Individuals seeking the rank of associate professor must demonstrate that they have made a successful transition to mature and independent researcher/scholar. Thus, the candidate must demonstrate they are capable of developing research/scholarly projects and bringing them to successful conclusion. The candidate must demonstrate active engagement in activities central to the discipline appropriate to their faculty appointment.**

Additionally, the candidate will present evidence of quality teaching performance. **Candidates must demonstrate excellence in and commitment to both instructional and appropriate discipline/professional activities related to teaching. The candidate should be evaluated on the basis of their ability to make successful and lifelong 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, or university, level. As well, it is expected the candidate will have appropriate professional service at the state, national, or international level.**

~~Scholarship/Publication/Creative Activity—The candidate will:~~

- ~~1. Author/co-author a book which has been published by a nationally recognized publishing house; or have an average of one internationally/nationally/refereed article (or comparable work) published for each year of college/university employment in a tenure-track; and~~
- ~~2. Provide evidence of contributions in at least two additional areas listed under competence or excellence.  
(See indicator list that follows)—~~

~~Teaching—The candidate will:~~

- ~~1. Provide evidence of quality teaching performance;~~
- ~~2. Provide evidence of significant contributions in at least two additional areas under competence excellence; and~~
- ~~3. Provide evidence of at least one contribution under excellence  
(See indicator list that follows)~~

~~Service—The candidate will:~~

- ~~1. Provide evidence of service and/or participation at the international, national, regional and/or state levels;~~
- ~~2. Provide evidence of contributions at the state level and/or with public schools;~~
- ~~3. Demonstrate significant contributions under at least two one additional items of excellence; and~~
- ~~4. Demonstrate significant contributions under at least two items of competence.  
(See indicator list that follows)~~

### Promotion to Professor

Promotion to the rank of Professor is recognition of the candidate's academic maturity. 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. **There are multiple routes to meeting the standard of excellence distinguished accomplishments required for promotion to Professor. While promotion to Professor may be based on different patterns of excellence outstanding accomplishment, candidates must demonstrate outstanding scholarship in research/creative activity, instruction or service.** Some positive recommendations may be based on evidence that a candidate has developed his or her range and level of accomplishment in all of the dimensions of the faculty role: research/scholarly creative activity in or across appropriate disciplines; teaching and related instructional activity, including curricular and program development; the development or administration of professional associations, department/division, college, and university. ~~Positive recommendations will be based on evidence that a candidate has achieved distinction primarily in one dimension, while continuing to be active and competent in the other dimensions of the faculty role. Candidates for promotion to rank of professor are requested to identify their area(s) of distinction for promotion in the self-evaluation essay that is part of the portfolio. The College of Education Promotion and Tenure Committee will inquire about the choice during the interview. Note that a candidate applying for promotion based on distinction in teaching must demonstrate more than exemplary SPOT scores (Student Perception Of Teaching), such as leadership in teaching and curriculum development.~~

~~While it is established that external reviewers are expected to address research contributions, if a candidate for professor has chosen teaching or service as the area of distinction, the department chair will directly inquire about this in the request letter sent to reviewers. External Reviewers, as indicated in guidelines, may not be coauthors and /or former dissertation chairs.~~

~~Scholarship Publication/Creative Activity—The candidate will:~~

- ~~1. Author/co-author a book (or comparable work) which has been published by a nationally recognized publishing house; or have an average of one nationally or internationally-~~



- ~~prestigious refereed article (or comparable work) published for each year of college/university employment in a tenure track;~~
- ~~2. Provide evidence of scholarship in at least one two additional indicators in the area of excellence.~~
  - ~~3. Show evidence of scholarship in at least one additional indicator in the area of competence, or excellence.  
(See indicator list that follows)~~

~~Teaching The candidate will:~~

- ~~1. Provide evidence of quality teaching performance;~~
- ~~2. Provide evidence of significant contributions under two additional indicators of competence or excellence.  
(See indicator list that follows)~~

~~Service The candidate will:~~

- ~~1. Provide evidence of diversity in services within and outside the university; and~~
- ~~2. Provide evidence of significant contributions on at least two additional indicators under excellence.~~

See indicator list in this document for *example* activities in the three areas of instruction, scholarship/research/creative activity, and service. The list is intended as a guide for types of activities, and is not meant to be exhaustive of all possible activities.

### **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 ~~attach~~ write a response within five 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 days to write a response. These letters are placed in the candidate's portfolio before it moves to the next stage of evaluation by the College Promotion and Tenure committee.

~~Verbal and~~ Written notification of outcomes of the College Promotion and Tenure Committee consideration, including rationale will be provided to the Dean in the form of a letter and copied to the candidate. The candidate is granted five 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 regarding promotion and tenure. The candidate has five days to write a response to the Dean's letter. All letters including the candidate's response(s) are placed in the candidate's portfolio prior to advancing to the next stage of evaluation.

<b>Scholarship/Research/Publication/Creative Activity</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Publication of book (less prestigious publishing house; not a vanity press)	Publication of book (nationally recognized publishing house; not a vanity press)
Monograph (regional or state organization)	Published monograph (major professional organization or publishing house)
Articles (regional or state refereed journals)	Articles (internationally, nationally, prestigious refereed journals)
Proceedings in refereed regional publications	Proceedings/papers presented in scholarly forums and printed in refereed international or national publications
Editor, book or readings (published by professional organization of high prestige or nationally recognized publishing house)	Chapters, articles in internationally or nationally distributed publication by professional organization of high prestige or nationally recognized publishing house
Workbooks/Study guides (published by a major publishing house)	Funded research/program grants. Consider: <ul style="list-style-type: none"> <li>• Competitively selected</li> <li>• Grant amount</li> </ul>
Publication of instructional material	<del>Grant reviewer for national research organization</del>
Reviewer of scholarly works in national refereed journal or for a nationally recognized publishing house	<del>Editor in Chief, international/national journal</del>
Translation of scholarly/literary works	Musical/artistic composition (international, national recognition/publication)
Editor-in-Chief, regional/state journal	Performance exhibits (international, national recognition)
Chapter in book (regional/state professional organization)	Honors/awards for scholarship
Articles published in educational magazines (e.g., <i>Instructor</i> , <i>Learning</i> , or non-refereed journals)	Patent issue
Musical/artistic composition (regional/state)	<del>Grant reviewer (federal)</del>
Grants ( <b>submitted</b> /approved not funded)	Presentations (refereed; international/national)

<b>Scholarship/Research/Creative (cont.)</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Nomination for honor/award for scholarship	Editor, book (published by professional organization of high prestige or nationally recognized publishing house)
<del>Grant reviewer (state/local)</del> <b>move to service</b>	Significant citations of work in professional literature
Achieve graduate faculty status	
Classroom based research projects	
Instructor's manual	
Presentation (refereed; regional/state)	
<b>Engage undergraduates in research projects</b>	

<b>Instruction Teaching</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Member of Doctoral Committee	Chair, Doctoral Committee
Advise Master's students	Direct, Doctoral Dissertation
Advise undergraduate students	Receive teaching/achievement awards
Supervise direct independent study	Fulbright scholar
Participate in workshops/courses to improve instruction	Invited international <del>professor</del> <b>lecturer or presenter</b>
Initiate/develop special topics course	Excellent ratings on student evaluations
Nomination for teaching award	Initiate/develop a new academic program/ <b>curriculum</b>
Member Master's thesis committee	Chair Master's thesis committee
Invited workshops	Excellent peer ratings
<b>Invited lecturer at other IHEs</b>	Maintaining program accreditation
Develop a course for the curriculum committee	Indicators of innovative teaching strategies and techniques
Folio writing (for DOE or other approval)	<b>Enhance the teaching of other faculty</b>
Good/Very Good student ratings	<b>Build successful internship or externship program</b>
<del>Evidence of continuing education</del>	<b>Develop and implement curricular activities that connect students with community-identified needs through collaborative partnerships</b>
Evaluate written comprehensive and oral examinations	
Participate in post doctoral endeavors <b>including completion of continuing education activities</b>	
Supervise student teaching/field	
Serve on a committee to initiate/develop a new academic program	

<b>Instruction Teaching (cont.)</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Teach at least 3 different courses within the school year	
Document effectiveness of new teaching approaches or materials	
Provide evidence of revisions/updates to current courses	

<b>Service*</b>	
<b>Indicators of Competence Examples</b>	<b>Indicators of Excellence Examples</b>
Writing technical reports, educational documents, curriculum guidelines	<del>Officer/appointments/committees/director (international/national)</del>
<del>Accreditation visitation teams (regional/state)</del>	<del>Member accreditation visitation team (national)</del>
Officer/appointments/committees/director (regional/state)	<del>Service to public/private schools</del>
Statewide professional activities	Administrative roles within college/university ( <b>associate deans</b> , chairs, program directors)
<del>Service to public/private schools</del>	Chair international or national academic conference
Administrative roles (program coordinator, supervisor)	Service to state university system
<del>Chair, departmental committees</del>	Attraction of significant funding for non-research programs in university, college, department (e.g., donation of computers or money by IBM)
Chair, state or regional academic conference	<del>Chair, significant college/university committee or advisory board</del>
<del>Membership on departmental/college committees</del> Grant reviewer (state/local, foundation)	<b>Reviewer for federal grants or national research organization</b>
TV/Radio presentation	<b>Editor-in-Chief, international, national, regional or state publication</b>
<del>Advisor/counselor to student organizations</del>	
<del>Membership on significant college/university committees (e.g., Promotion and Tenure, Senate/University Faculty Council Executive Board, Petitions, Undergraduate/Graduate Program)</del>	

- Items that are crossed out on the above list are included in the revised list that follows.

<b>Service</b>	
<b>Indicators of Competence</b>	<b>Indicators of Excellence</b>
<p><b>INTERNAL</b></p> <p><u>Membership on Committees by the following units:</u>*</p> <p>Program Committees            Department Committees            College Committee            University Committees</p> <p>Membership includes regular attendance at meetings and/or voting as a representative and contributing to decision-making</p>	<p><b>INTERNAL</b></p> <p><u>Leadership roles on Assigned or Selected Committees*</u></p> <p>Chair, Secretary, Treasurer roles of committees at different levels:            Department Committees            College Committees            University Committees            University-Community Committees performed as part of a standing (e.g., Promotion &amp; Tenure) or ad hoc committee.</p> <p>Please indicate whether the service was as part of a standing (e.g., Promotion &amp; Tenure) or ad hoc committee.</p> <p>Leadership includes detailing the decisions made during your service</p>
<p><u>Accreditation</u>            Service on Committees</p>	<p><u>Accreditation</u>            Member of Visiting Teams*            Authoring Reports</p>
<p><u>Mentoring</u>            Sponsor student research presentations, serve on university mentoring program, serve as committee member on thesis/ dissertation committees, support given to adjunct instructors and to new colleagues.</p> <p>Mentoring includes how faculty have taken on new responsibilities at the different levels.</p>	<p><u>Mentoring</u>            Lead mentoring initiatives in the department, college and/or university.</p> <p>Service as mentor to new FAU members at professional organizations.</p> <p>Faculty advisor to student organizations*</p>
<p><b>EXTERNAL [Competency criteria apply at the local, state, national and international levels]</b></p>	<p><b>EXTERNAL [Excellence criteria apply at the local, state, national and international level – in other words, excellence can be measured locally as well as internationally]</b></p>
<p>Reviewer for a journal or an academic press</p>	<p>Chief, Associate and Assistant Editor of a peer-journal</p>

	External Reviewer of P&T dossier from another university
Member of a professional organization Consistently serve as reviewer of conference proposals	Leadership in a professional association Serve as chair/discussant at conference sessions  Hold office in professional association
Attend and present at annual research conference(s)	Support graduate student participation in conferences
Community Engagement and Public Service Participate in collaborations with community	Leadership in Community Engagement and Public Service  Initiate and maintain collaborative partnerships between the university and various community agencies.
Mandated and/or on-going voluntary service to schools, educational or community organizations	Serve in an Advisory Board role
Provide workshops to community groups	