

***APPOINTMENT AND PROMOTION GUIDELINES FOR
NON-TENURE EARNING POSITIONS***

*Instructor/Lecturer
Senior Instructor/Lecturer
University Instructor/Lecturer*

College for Design and Social Inquiry

I. CRITERIA FOR APPOINTMENT

(A) Academic credentials

Successful candidates shall have the appropriate combination of educational credentials and professional achievements necessary to meet university accreditation credentialing requirements in their discipline.

(B) Level of appointment

If the appointment is not at entry level, the additional criteria listed below for promotion must also be considered.

II. APPOINTMENT PROCESS

Every faculty appointment is expected to improve the quality of the college and the employing school. The process of appointing instructors/lecturers is systematically conducted through a democratic process of consultation, culminating in a vote of all full-time school faculty.

III. CRITERIA FOR PROMOTION TO SENIOR RANK

(A) Eligibility

Eligibility for promotion to senior rank must conform to the timetable established in the provost's guidelines.

(B) School-specific criteria

It is recognized that these generic, college-wide guidelines for promotion may be further enhanced by the unique requirements of the school in which the candidate is employed. The candidate must comply with the criteria for promotion as defined by both the college and the candidate's school.

(C) Performance indicators

Promotion to senior rank requires *excellence* in teaching, service, and professional/personal development, as described in the following subsections.

(1) Teaching

Evidence of a pattern of teaching excellence in classroom and/or nontraditional settings, as documented by sources relevant to the discipline; e.g.:

- Candidate's statement of teaching philosophy;
- Student evaluations (SPOT scores) since appointment, or for the prior five-year period, whichever is less;
- Annual school director evaluations since appointment; (or for the prior five-year period, whichever is less);
- Academically rigorous student requirements, as demonstrated by sample syllabi and/or other relevant documents;
- Evidence of excellence in teaching and related curricular activities, which may include, but are not limited to:
 - √ Mentoring of students (and/or other instructors);
 - √ Creative and innovative teaching techniques;
 - √ Teaching recognition or awards;
 - √ Student success on certification/licensing examinations;
 - √ Pedagogical publications, conference attendance, and/or presentations.

(2) Service

Evidence of a pattern of excellence in service to the school, college, university, and/or the field, as documented by sources relevant to the discipline, such as:

- Service on academic committees;

- Relevant service to the community;
- Annual school director evaluations since appointment; (or for the prior five-year period, whichever is less);
- Uncompensated service to students (e.g., organizing field trips, advising student clubs, attending student activities, conducting Directed Independent Studies, and/or other examples of student support);
- Collaborative interaction with colleagues;
- Contribution to continuing growth and development of the school and/or the discipline.

(3) Professional development

Evidence of a pattern of continued professional growth and development, as documented by such activities as:

- A self-assessment statement, (maximum of 8 pages);
- Efforts to build upon strengths, overcome weaknesses, and remain updated on developments in the field;
- Attending conferences and/or continuing education programs relevant to the discipline;
- Participating in discipline-specific professional organizations;
- Obtaining professional recognition and/or awards;
- Completing additional graduate and/or post-graduate education courses relevant to the discipline.

Note: While obtaining external funding, publishing in professional and/or peer-reviewed journals, or accomplishing creative activities of similar stature can be expected to further strengthen the case for promotion, such endeavors are not considered fundamental requisites for promotion to senior rank.

(D) Portfolio preparation and contents

Two copies of the candidate's promotion portfolio are required, (both compiled in a single loose-leaf binder, with identifying index tabs designating specific sections as indicated below). A supplementary binder of additional supporting documents may be included. The spines of all binders must be labeled with the applicant's name, title, and college, along with the nature of the application (i.e., promotion to senior instructor/lecturer or promotion to university instructor/lecturer).

- *Sec. 1: Certification of portfolio completeness*

A statement signed (and dated) by the candidate, declaring that the portfolio is complete.

- *Sec. 2: Status letter(s)*

Copies of all of the candidate's FAU appointment and/or renewal letters. **These are important for Instructors/Lecturers whose eligibility is determined by date of hire.**

- *Sec. 3: Up-to-date vita*

Documentation of the candidate's education, teaching and professional experience, service, publications, honors, and any other pertinent information. **Use suggested Comprehensive Dossier Curriculum Vitae template included with April 2013 University Promotion and Tenure Portfolio Preparation documents, modified as appropriate to the assignment.**

- *Sec. 4: Annual assignments, if applicable*

Copies of the candidate's annual assignments since appointment, (or for the prior five-year period, whichever is less). **Scholars/Scientists/Engineers/Research Professors do not necessarily have annual assignment documents.**

- *Sec. 5: Instruction*

- A statement of teaching philosophy (4 double-spaced pages maximum);

- SPOT scores displayed in a table that includes the following: semester, course title/prefix/number, campus, credit hours, number enrolled, required or elective, summary SPOT items (#20 and 21), and comparison with school or college mean scores.
- **SPOT summary reports**
- **Three recent Peer Evaluations of Teaching.**
- A current syllabus for each course currently being taught by the candidate, as well as the most current syllabus for any additional courses taught within the previous five years. (*Note: If syllabi become too cumbersome to include in the main portfolio, they may be placed in a supplemental portfolio*).
- **Other documentation of quality of instruction may also be included in this section.**
- **Scholars/Scientists/Engineers/Research Professors may have no instructional assignment, but may include the material described above if they have taught courses. They may also want to include information about working with students on an individual basis as part of mentoring, research projects, or participation on thesis or dissertation committees.**
- *Sec. 6: Scholarship, research, and/or creative activity, if applicable*
 - **Scholars/Scientists/Engineers/Research Professors must include an annotated version of the parallel section of their vitae with detailed information on publications, presentations, grants, contracts and performances or other activities pertinent to their role.**
 - **Instructors/Lecturers may include the material described above if they have been involved in such activities.**
- *Sec. 7: Assigned service, if applicable*

A narrative description of service to FAU, the community, and/or the professional discipline, describing the dates of service, candidate's level of involvement, and approximate time committed. **Work on curriculum development and advising of students may be included here.**

- *Sec. 8: Professional Development, if applicable*

- **Degrees earned while in this position may be included here. In addition, courses undertaken to enhance performance in the particular role are also important to be detailed.**

- *Sec. 9: Self-evaluation*

An explanation of how the candidate's accomplishments have met criteria for promotion, (8 double-spaced pages, maximum). **The self evaluation is always an important part of the promotion portfolio but particularly important when the assignment documents are non-existent or do not adequately describe the candidate's contribution and accomplishments.**

- *Sec. 10: Letters of recommendation from objective evaluators*

Three external letters of evaluation are required for Scholars/Scientists/Engineers/ Research Professors. Different from external letters required for tenure-track faculty, those referees selected may be familiar with the candidate's work.

External Letters of evaluation may be included for Instructors/Lecturers, as appropriate to the discipline. For example, letters in regard to performances or community work may be very appropriate in some disciplines. Here, too, those referees selected may be familiar with the candidate's work. The number of external referees solicited is a decision made by the candidate and the supervisor.

Internal letters of evaluation may be included for Scholars/Scientists/Engineers/Research professors, and it is anticipated that they would be familiar with the candidate's contribution to the unit. The number of internal referees solicited is a decision made by the candidate and the supervisor.

Three internal letters of evaluation are required for Instructors/Lecturers. It is anticipated that the referees may be from colleagues familiar with the candidate's work and contribution to the unit.

External and internal reviewers need to be selected by the unit supervisor; the candidate should have the opportunity to review the list for conflicts of interest. Solicitation letters and cover sheets may be the same as those used for tenure track promotion portfolios.

- ***Sec. 11: Report of the school, if applicable***

Documentation of the numerical results of the school's vote, and a written narrative report conveying the reasons for the report should be included.

- ***Sec. 12: School director's letter***

Recommendation of the school director, clearly stating support or non-support, including an explanation of reasons.

- ***Sec.13: Report of the college committee***

Documentation of the numerical results of the college vote, and a written narrative report conveying the reasons for the report should be included.

- ***Sec. 14: Dean's letter***

Recommendation of the dean, clearly stating support or non-support, including an explanation of reasons.

- ***Sec. 15: College promotion criteria for non tenure track faculty***

A copy of the college's instructor/lecturer promotion criteria (i.e., this document).

- ***Sec. 16: Annual performance evaluations***

Copies of the candidate's performance evaluations since appointment, (or for the prior five-year period, whichever is less).

Sec. 17: Supplementary Portfolio, if applicable

Similar to tenure track promotions, candidates may include supplementary portfolios with examples of accomplishments in instruction and/or scholarship, research, creative activity.

IV. CRITERIA FOR PROMOTION TO UNIVERSITY RANK

(A) Eligibility

Eligibility for promotion to university rank must conform to the timetable established in the provost's guidelines.

(B) School-specific criteria

It is also recognized that these generic, college-wide guidelines for promotion may be further enhanced by the unique requirements of the school in which the candidate is employed.

(C) Performance indicators

Promotion to university rank requires demonstrating a pattern of continued growth and development above and beyond what was accomplished for promotion to the senior rank. Only achievements in teaching, service, and professional development that occurred subsequent to promotion to senior rank will be taken into consideration. Promotion to university rank requires evidence of a pattern of *distinction* in the teaching and service indicators described in Section III-C (Subsections 1,2,3), as documented by the portfolio contents described in Section III-D.

Note: While publishing in professional and/or peer-reviewed journals (or creative activities of similar stature) can be expected to further strengthen the case for promotion,

research, publication, or equivalent creative endeavors are not considered fundamental requisites for promotion to university rank.

V. PROMOTION PROCESS (both ranks)

- *Tuesday after Labor Day:* Candidate submits portfolio to school director.
- *Last Friday in September:* School completes review of candidate's portfolio.
- *Second Friday in October:* The portfolio, including the school's written recommendation, is submitted to the dean's office.
- *First Friday in November:* The college Instructor Promotion Committee reviews the portfolio and votes.
- *Tenth day of December:* The candidate's portfolio, including a written record of the college's vote/recommendation, is submitted to the provost's office.

VI. RELEVANT UNIVERSITY DOCUMENTS

- Provost's memo (1-25-12): Appointment and Promotion of Instructors and Lecturers.
- Provost's memo (10-3-12): Implementation Guidance for the Appointment and Promotion of Non-tenure Track Faculty.
- Provost's memo (2-16-12): Appointment and Promotion of Assistant Scholars/Assistant Scientists/ Assistant Engineers/ Assistant Research Professors
- **Provost's memo (6-26-13): Non-Tenure Track Portfolio Guidelines for 2013-2014 (June)**
- **CV Template for Promotion and Tenure 2013/14**

Originally Approved 19 April 2013 by CDSI Faculty