

Department of Sociology Promotion and Tenure Procedures and Criteria

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The Department's goal is excellence in instruction, scholarship, and service to the institution, discipline, and community. To that end, we adopt this set of procedures and criteria for candidates seeking promotion and tenure (P&T). These criteria are in addition to and are intended to be consistent with existing promotion and tenure guidelines at the College and University level. They are also intended to be fully consistent with all provisions of the current BOT/UFF Collective Bargaining Agreement.

Below is a summary of activities and materials by rank and in the three central areas of the faculty's assignments that may be considered for promotion and tenure. The department also recognizes that there may be circumstances in which instruction, scholarship, and/or service overlap, thereby contributing to other areas.

P&T CRITERIA

Guidelines for Third-Year Review

The Third-Year Review serves newly-hired faculty and the department in evaluating and assessing the candidate's progress toward P&T. As newly-hired faculty prepare their third-year review portfolio, they are advised to review the criteria for earning promotion and tenure at the rank of Associate Professor. Although newly-hired faculty are responsible for understanding and meeting the expectations of the Department, they are encouraged to seek advice from the Chair, their assigned department mentor, and other colleagues.

Teaching: Untenured faculty are expected to focus on developing their classroom teaching and to use their first few years to develop both a teaching repertoire and sufficient familiarity with FAU students to be able to design effective classes. Untenured faculty should provide evidence of the time and energy devoted to the challenges of becoming an effective classroom teacher at FAU. Within one year of their third-year review, new faculty should have two different classes, ideally from different courses, evaluated by more senior faculty.

Research: Promotion to Associate Professor includes at the minimum a book publication or four peer-reviewed articles or chapters in scholarly journals or books. For the third-year review, the department encourages the candidate to be able to demonstrate progress toward these requirements.

Service: Faculty in their first few years are expected to focus largely on departmental service through regular and consistent attendance at department meetings, conscientious and thoughtful participation in departmental discussions and assigned projects, consistent service on department subcommittees, and attendance at departmental functions (e.g., colloquia). Although the department recognizes that new faculty may be interested in engaging in a wide variety of service work, the department's criteria emphasize departmental service and some limited professional service.

Criteria for Promotion and Tenure to Associate Professor

Faculty paths to promotion will differ, but all will require achievement in teaching, research, and service during the untenured period that meets or exceeds the department's standards. While the department expects a pattern of "exceptional" or "outstanding" overall ranking in annual evaluations during the untenured period, it is important to recognize that annual evaluations do not aggregate to the promotion evaluation as they isolate a single year's accomplishment. The promotion review in respect to teaching considers the pattern of instructional activity across five years; in respect to research, the culmination of scholarly and published work; and in respect to service, how the institution, profession, and/or community have been improved through the faculty member's work.

Teaching

Achievement in instructional activities, by the point of application for promotion to Associate Professor, is established primarily through a record of well-designed undergraduate courses and graduate seminars that are effective, engaging, and appropriately challenging. Promotion to Associate Professor is contingent upon evidence that the candidate meets or exceeds the department's standards for instruction.

Relevant evidence of instructional accomplishment should show that the candidate:

- Develops and delivers courses that serve as the foundation for a strong sociological education;
- Selects readings and assignments that challenge students appropriately;
- Designs courses that provide students with opportunities to improve their skills;
- Has clear and reasonable expectations for students' performance;
- Provides useful and timely feedback about student performance;
- Holds regular office hours and is available to assist students to improve the quality of their skills and performance;
- Selects course material that is appropriate to the level and the substance of the course; and
- Evaluates students with an appropriate degree of rigor.

The department has a long tradition of instructional excellence, and it expects untenured faculty to show a trajectory that will bring them to that standard. The department recognizes that instruction incorporates a broad range of activities along with teaching, and these activities will also be considered in the evaluation of their overall accomplishments and performance. For example, involvement in community-based curricular work and/or undergraduate or graduate research curricular work is not required but will be regarded favorably as significant instructional accomplishments.

The primary assessment of instruction will consider:

- A record of developing, revising, and teaching assigned courses: without a pattern of canceled classes, unexplained absences, or highly irresponsible behavior. [Evidence of this achievement may be found in the annual evaluations.]
- Syllabi: including evidence of rigor, intellectual content; appropriateness of assignments; and clarity of course objectives. [Evidence of this achievement may be found in the syllabi, annual evaluations, and teaching evaluations.]
- Instructional techniques: including evidence of effectiveness; appropriateness to the level and type of class; and the ability to design and deliver challenging classes that

improve students' skills. [Evidence of this achievement may be found in the candidate's syllabi and teaching evaluations.]

- Methods for evaluation of student learning: including evidence of appropriateness to the level and type of class; impact on students' skills; and being challenging and providing opportunity for the development of critical thinking skills. [Evidence of this achievement may be found in the syllabi, candidate's self-evaluation, and teaching evaluations.]
- Two peer evaluations of instruction: conducted during any of the three terms prior to applying for promotion and tenure.

In addition to classroom teaching, there are multiple ways in which the department's instructional mission may be advanced by individual faculty. As appropriate to assignment and accomplishments, faculty should provide evidence of supplemental work including, but not limited to:

- Chairing or serving on M.A. thesis or Ph.D. dissertation committees;
- Directing the Department's Honors program; serving on undergraduate Honors thesis committees; teaching Honors courses or courses with Honors compacts;
- Teaching Directed Independent Study (DIS) courses with undergraduate and graduate students;
- Mentoring or advising undergraduate and graduate students in research and/or conference presentations;
- Co-authoring or co-presenting with students (which may overlap with research and scholarship);
- Providing research curricular work;
- Participating in workshops or programs to improve and develop instruction;
- Publishing in teaching journals;
- Presenting at teaching workshops or panels;
- Serving on college and university curricular committees concerned with curricular and instructional issues (which may overlap with service);
- Providing community-engaged curricular instruction (which may overlap with service and community engagement);
- Being nominated for or receiving teaching awards;
- Nominating students for grants, awards, or university recognition;
- Advising students about the undergraduate and graduate major;
- Serving as faculty advisor to student clubs;
- Providing instructional mentorship for graduate teaching assistants;
- Organizing and/or participating in co-curricular events, activities, or committees;
- Contributing to Department, College, and University recruitment and retention initiatives;
- Producing teaching or instructional videos;
- Contributing to student service-learning activities (which may overlap with community engagement);
- Participating in the design and implementation of assessment practices;
- Developing and/or revising curricula;
- Writing letters of recommendation for students; and/or
- Mentoring student internships (which may overlap with community engagement).

Teaching documentation: All candidates for tenure and promotion to Associate Professor will document that they have met the department's standards for instructional quality by providing:

- A table, as described in the University's portfolio requirements, showing SPOT scores for all classes taught since tenure-line appointment.
- Two or more letters of peer evaluations of instruction, dating back no further than three terms prior to application and written by tenured colleagues who have observed the candidate's teaching.
- Documentation of advisement on graduate theses and/or dissertations, separating in-progress from completed theses and stating whether the advisement was as chair/advisor or committee member.
- Copies of the candidate's most recent syllabi for classes taught since tenure-line appointment.
- Any other material that the candidate believes is relevant to their case.

Research

Untenured faculty should focus on their research productivity as measured by publication. An appropriate level of peer-reviewed publication is essential to a favorable promotion and tenure review. In addition, the department expects candidates for promotion and tenure to have solid plans for further long-range project(s) in their field.

The department recognizes that sociological scholarship takes a variety of forms and employs multiple methodologies. Faculty are encouraged to follow the path of scholarly development that is best suited to their research pursuits. Journal publications, books, and book chapters are all outlets in which substantial sociological scholarship appears, and faculty are expected to have their research appear in one or all of these. Some faculty will publish exclusively in journals. Others will place their work in edited collections or will focus on publishing books. Each pattern of publications will be reviewed on its own merits.

In general, the department and the discipline value evidence of a body of high-quality scholarship that contributes to a specific field of research regardless of peer-reviewed outlet. Given the plurality of scholarly forms and methods in sociology, it is not easy to specify a priori ranking of publication venues.

For scholarly journals: The department recognizes that there is a loose prestige hierarchy of scholarly journals, with a core of older journals that have larger circulations. However, circulation is an imperfect indicator of quality. New subfields continually emerge in sociology, and these subfields' journals necessarily have smaller circulations than those of the older subfields. The department wishes to encourage its faculty to contribute to the discipline's development through their involvement in new areas of inquiry and, therefore, acknowledges the value of publication in specialty and subfield journals. Candidates for promotion are encouraged to include adequate information in their portfolios or annotated bibliography for the evaluation of the significance of the venues of their journal articles.

For books: The department acknowledges that there are a core set of publishers that have been mainstays in the discipline, and that these can be relied upon to have a strong peer review process for both acceptance and final publication. Nevertheless, newer presses seem to dominate some of the emerging subfields. In evaluating the significance of a manuscript's acceptance for publication, the department will evaluate the review process for acceptance as indicated in the annotated bibliography.

For book chapters: Book chapters in edited volumes are expected to be comparable in quality to journal articles published in refereed national and international journals and in presses that have been mainstays in the discipline. In evaluating the significance of the publication, the department will evaluate the review process for acceptance as indicated in the annotated bibliography.

Minimum requirements: There are a variety of concrete patterns of accomplishments that meet the department's standards in scholarship. At a minimum, and since joining the department unless otherwise stipulated, promotion to Associate Professor requires either:

- 1) A significant book publication in a university, scholarly, academic, peer-reviewed, or trade press, or
- 2) Four peer-reviewed journal articles or book chapters in scholarly journals or with scholarly presses.
 - Book chapters in edited volumes are expected to be comparable in quality to journal articles published in refereed national and international journals.
 - Receipt of a nationally competitive grant may be substituted for one peer-reviewed journal article or book chapter. It is the candidate's responsibility to adequately demonstrate its equivalency.
 - Scholarly work that is forthcoming, in press, or in production are considered legitimate elements in a candidate's application for promotion and tenure. However, for these works to be considered they must be documented by the publisher or journal editor that unequivocally states the anticipated publication date.

Quality, peer review, & recognition of scholarship: The issue of significance is the quality and the originality of the work and its significance to the discipline or across disciplines. The quality of publications and scholarship will be evaluated on the basis of multiple forms of evidence of the work's significance, but the most important way is through the judgment of peers in the discipline, an essential element necessary for promotion. Evidence of peer-review should be demonstrated for the publication of books, journal articles, and book chapters.

Evidence of the quality of publications and scholarship includes but is not limited to: peer review prior to publication; peer reviews and citations that follow publication; the evaluations provided by the external reviewers of the promotion portfolio; impact on the discipline; the evaluations provided by the members of the department during the review; the work's visibility in the field or subfield, as indicated by the relative standing of the journal or press; and professional awards for scholarly work.

Evidence of a growing scholarly reputation or national recognition in the candidate's field of research may include, but is not limited to: invitations to review journal articles, books, book proposals or manuscripts, and/or regional or national grant applications; invitations to edit collections or special issues from reputable journals or publishers; invitations to submit chapters for edited volumes or articles for special issues; and/or invitations to organize panels or to serve as a discussant.

Co-authorship & research leadership: In order to meet the standards for promotion to Associate Professor, the candidate must have a record of independent and original intellectual accomplishment. New ideas, analysis, and data drive disciplinary development, and the department's standards for promotion require that the candidate make significant contributions to the development of the discipline. Untenured faculty may engage in either collaborative or

single-authored work, or both. In collaborative work the candidate must demonstrate a clear record of the contributions of all authors. The appropriate balance between single- and co-authored work cannot be specified in advance, as it will be dictated by the research questions and methods, as well as preference in scholarly practices. It is the responsibility of the candidate to explain their contribution to any co-authored publications and/or to demonstrate their leadership in their given research agenda or trajectory.

Indicated research trajectory: The Department also asks faculty to demonstrate a research trajectory of current and future scholarly growth in which, for example, conference papers eventually turn into publications; data gathered is eventually analyzed and presented in academic outlets; scholarship demonstrates a connected body of knowledge; candidates take leadership roles and demonstrate independence in data collection and publication; candidates initiate new research projects; and candidates indicate that they are advancing beyond their dissertation in terms of new research projects or scholarship. This pattern is the essence of a scholarly career.

Article or book publishing charges: Publications in journals or with book publishers that require the author to pay a publishing fee, sometimes referred to as an “article publishing charge,” will not count toward promotion or tenure. Such publications will be recognized as additional research activity.

Additional research activity: Additional indicators of scholarly activity are important, but do not replace the minimum required criteria (the publication of a scholarly book or four journal articles/book chapters). Other indicators of scholarship include, but are not limited to:

- Publishing a textbook;
- Serving as editor/co-editor of a journal, edited book, or special issue in an academic journal (which may overlap with professional service);
- Receiving a nationally competitive grant;
- Receiving a regional, state, or internal grant;
- Applying for a nationally competitive grant;
- Applying for a regional, state, or internal grant;
- Reviewing book proposals or manuscripts (which may overlap with professional service);
- Participating as an expert in non-academic meetings, workshops, or committees;
- Presenting at international, national, regional, or local conferences;
- Publishing a full paper in a conference proceeding;
- Preparing public reports or policy papers for governmental or nongovernmental agencies;
- Co-authoring and/or co-presenting with undergraduate and graduate students (which may overlap with teaching);
- Conducting community-based participatory research (which may overlap with community engagement);
- Presenting or disseminating sociological scholarship to non-academic or public audiences (which may overlap with community engagement);
- Receiving professional or external recognition of one’s research or scholarship (e.g., awards, news media or documentary coverage);
- Publishing editorials or articles in important non-academic print media originating in sociological scholarship;
- Writing book reviews (which may overlap with professional service);

- Conducting creative or public scholarship (e.g., blogs, podcasts, documentaries, community-based participatory research) (which may overlap with community engagement or service).

Service

The department values service and encourages department members to consider service an important role as a faculty member. After the third-year review, untenured faculty are expected to meet a somewhat increased set of service responsibilities, with a primary focus on departmental, professional, and/or community service. Service to the Department is expected to include conscientious, thoughtful participation in departmental meetings and assigned projects. Professional and community service should be consistent with the faculty member's disciplinary trajectories. Excellence in service activities, by the point of application for promotion to Associate Professor, is established primarily through a record of conscientious, effective and consistent work that contributes to the department, discipline, and/or community.

Although we recognize that new faculty members may be interested in engaging in a wide variety of service work, for promotion to Associate Professor, the Department emphasizes departmental and professional service, and/or perhaps community service. The department's policy encourages untenured faculty to focus primarily on building a strong record in instruction and research, even as we acknowledge that some kinds of service can legitimately be considered as contributing to both the instructional and scholarly work of the faculty member. Types of service at the various levels include, but are not limited to:

- Departmental service: Chairing or serving on search committees; being appointed as undergraduate or graduate studies director or advisor; being appointed as Honor's program coordinator; serving on other assigned responsibilities or committees; and/or providing summative or evaluative peer observations of other's classroom teaching. The Department recognizes that participation in job hiring committees is an extraordinary, arduous, and time-consuming commitment in someone's first few years.
- College service: Representing the Department on College committees, the Faculty Senate, or temporary committees, such as hiring committees.
- University service: Representing the College on University committees.
- Professional service: Reviewing scholarly book proposals or manuscripts for publishers; reviewing external grant or fellowship applications; reviewing external P&T applications; reviewing scholarly journal articles; editing/co-editing scholarly journals or sections within journals; presiding over or organizing conferences, conference panels, symposia, or workshops; and holding office or serving in an elected or appointed position in a professional organization. Many of these activities and others are listed under additional research indicators.
- Community service or public sociology: See the section on community engagement.

Community Engagement

For the Department, community engagement or public sociology carries the work of sociologists beyond the academy or university setting, through direct community involvement, student-community collaborations, community-based participatory research, or the public dissemination of one's scholarship. Many community engagement activities have already been listed under teaching, research, or service. These activities include, but are not limited to:

- Conducting community-based or community-led participatory research;
- Collaborating with or contributing to community-based nongovernmental organizations;

- Speaking at community events, or presenting one's sociological scholarship to non-academic or public audiences;
- Conducting community-engaged curricular work;
- Contributing to student service-learning activities;
- Mentoring student internships; and
- Conducting creative or public scholarship (e.g., blogs, podcasts, documentaries).

Additional Criteria for Tenure at the Rank of Associate Professor

It is the University's policy that tenure be awarded only to those who qualify for promotion to Associate Professor. The first consideration in tenure for an Assistant Professor, then, is whether the candidate has the record of accomplishment that qualifies the candidate for promotion to the rank of Associate Professor.

According to the University's *Principles for Creating Criteria and Standards for Promotion & Tenure* (p. 4):

“Tenure is the most significant commitment that the university can make to a faculty member. Decisions on tenure are different in kind from those on promotion. Tenure, in fact, is more exacting. In addition to demonstrating quality in the areas of Instruction, Research and 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 evaluation. 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 [their] 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 [their] academic career?’”

Teaching: The candidate must demonstrate an ability in and commitment to instructional activities. The untenured Assistant Professor seeking tenure needs to demonstrate that they have made a successful transition from student to teacher. The candidate needs to demonstrate the ability and motivation to develop new course material and effectively impart it to students. The candidate needs to show that their professional identity has developed to include the role of teacher. In addition, the candidate needs to demonstrate that they are supplementing their classroom engagement with other instructional activities as listed on pages 3-4.

Research: The candidate must demonstrate a successful transition to independent scholarship. The untenured Assistant Professor seeking tenure needs to demonstrate that they have made a successful transition from graduate student to mature and independent scholar by developing a significant and coherent research program. The candidate needs to demonstrate that they are capable of developing projects and bringing them to successful conclusion through peer-reviewed publication. The candidate needs to demonstrate active engagement in their areas of the discipline and demonstrate a commitment that will continue for the length of an academic career. Beyond the minimum requirements, the candidate needs to demonstrate that they have engaged in other scholarly activities as listed on page 7.

Service: The candidate must demonstrate commitment to and effectiveness in collegial service.

Although service typically is a modest part of the assignment of Assistant Professors, the record of a candidate for tenure should provide evidence of their potential for productive service to the department, college, university, and profession.

Criteria for Promotion to Professor

Promotion to Professor is awarded based on the candidate's accomplishments in research, teaching, and service during their entire career, but particularly on accomplishments since promotion to Associate Professor. Favorable annual evaluations are a necessary but not sufficient requirement for promotion to Professor. In addition to generally favorable annual evaluations, the successful candidate must show the pattern and quality of professional development appropriate to a mature member of the professoriate. Potential candidates are not expected to be considered for promotion to Professor until completing five years as Associate Professor; after which, there is no deadline as to when someone may be considered for promotion.

Teaching

The Department anticipates that Associate Professors will continue to develop their instructional portfolio during their years in this rank. A successful applicant for promotion to Professor will be able to provide evidence of deepening and broadening their range of instructional contributions as well as the continuing high quality of instructional work that merits recognition by promotion to Professor. The candidate should have broadened their instructional work to include increased mentorship of students, greater involvement in curricular development, and significant contributions to enhancing the quality of what is available to our students both inside and outside the classroom.

The department will evaluate the candidate's teaching effectiveness using the same assessments as it employs for promotion to Associate Professor. Two or more letters of peer observations, dating back no further than two years prior to application and written by tenured colleagues who have observed the candidate's teaching, are required.

In addition, the successful candidate must demonstrate that they have moved to a new level of accomplishment in their instructional role. This can be demonstrated by expanding into new areas listed under the supplemental instructional activities (pg. 3-4) for Associate Professors. Additional considerations include but are not limited to:

- Enhancing instructional quality and effectiveness in the classroom through on-going and effective commitments;
- Broadening instructional activities by developing new courses, revising old courses, taking part in program development, maintaining continuous mentoring of undergraduate and graduate students, and introducing research activities in the classroom
- Increasing involvement with undergraduate and graduate students in co-authoring and co-presenting;
- Increasing involvement in mentoring undergraduate and graduate students in conducting research and presenting student research at university symposia or professional conferences;
- Increasing involvement in the undergraduate and graduate programs, through recruitment, mentoring, advising, and curricular development;
- Contributing to the instructional development of untenured faculty, instructors, and graduate teaching assistants; and
- Engaging in formal programs of pedagogical investigation or training.

Research

Promotion to the rank of Professor requires that, in the years since promotion to Associate Professor, the candidate's research profile has attained the appropriate level of distinction as a scholar within the discipline. The successful candidate for promotion to Professor will have published significant additional peer-reviewed scholarly work since their promotion to Associate Professor. They will have established themselves as original scholars who have identified key questions in one or more sociological fields and who have earned the approbation of their peers. The faculty member should be recognized as a key contributor to sociological scholarship. In all cases, the Department will look for a substantial body of work that has made a noticeable contribution to the discipline.

At a minimum and since becoming Associate Professor, promotion to Professor requires either:

- 1) A significant book publication in a university, scholarly, academic, peer-reviewed, or trade press; or
- 2) Four peer-reviewed journal articles or book chapters in scholarly journals or with scholarly presses; or
- 3) An alternative pattern of peer-reviewed scholarship comparable to the above and beyond the expectations required to being promoted to the rank of Associate Professor with tenure.

The department will evaluate the candidate's scholarship using similar criteria for promotion to Associate Professor, including those listed under quality and peer review; co-authorship and research leadership; publishing charges; and additional indicators (pg. 6-7).

In addition to the items identified as demonstrating professional recognition of scholarship for Associate Professors, successful candidates for promotion to Professor will have achieved national and/or international recognition. Evidence of recognition of the candidate's standing within the discipline may include, but is not limited to:

- Invitations to speak at universities and/or conferences;
- Invitations to review book manuscripts or nationally competitive grant applications;
- Invitations to review candidates for promotion and tenure at other universities;
- Media interviews or media coverage of one's scholarship;
- Invitations to be a keynote speaker at conferences;
- Invitations to provide sociological expertise to local, state, and national government boards, agencies, and commissions.

Service

Typically, the service assignment and expectations expand considerably during the period as an Associate Professor. The Department looks to its tenured faculty for responsible and diligent completion of assigned responsibilities, leadership in departmental initiatives and activities, effective and conscientious representation on College and University committees, and a collegial approach to the betterment of the institution. The Department relies upon its tenured faculty to accept their fair share of institutional service responsibilities and to seek out opportunities for particular distinction in service that suit their interests and abilities.

Additionally, the candidate for professor should have developed a broader profile of sustained and effective service contributions to the institution, discipline, and/or community. The University expects that its faculty at the rank of Associate Professor and Professor accept significant responsibility for the institution's functioning and development, and promotion to Professor

generally requires a sustained level of conscientious and valuable institutional work. While some faculty at the rank of Associate Professor will focus their service work on the institution, including the department, college, and university, others will complement their University service work through assigned service to the discipline or community. The balance between institutional and external work will vary according to assignments but, in all cases, it must be documented and of appropriately high quality.

While the department acknowledges that faculty careers will have different mixes of institutional, professional, and community or public service, all faculty members should become more involved in their service and all service assignments will have some basic level of institutional commitment. For promotion to Professor, candidates should demonstrate: significant, sustained, and effective contributions to the betterment of the institution or discipline; thoughtful, collegial, and constructive participation in departmental, college, university, or discipline development; significant responsibility for and/or leadership in one or more major functions or projects for the department, college, university, profession, or community.

PROCEDURES

Application: Application for promotion and tenure is made by the candidate through the Chair. See the Provost's website for deadlines, guidelines, procedures for all reviews, and right of response: <http://www.fau.edu/provost/faculty/promotion-tenure.php>

External letters: For all candidates for promotion, the Chair solicits letters from at least three external reviewers. Three external reviews are required. In the case of candidates for promotion and tenure to Associate Professor, the majority, preferably all, of the external reviewers should be accomplished full professors in the candidate's field. These external reviewers should be full-time faculty members at Ph.D. granting universities or highly regarded four-year colleges. In exceptional cases the Chair may also invite letters from referees who are tenured Associate Professors, if their credentials and publications confirm a high level of distinction. In the case of candidates for promotion to Professor, all external reviewers must be accomplished Professors at Ph.D. granting universities or highly regarded four-year colleges.

The Chair should consult the Department P&T Committee to determine a list of external reviewers of the candidate's dossier. The candidate may provide names that they think are appropriate, revealing any relationship that they may have to these proposed reviewers in order to avoid any conflict of interest or appearance of conflict of interest. A candidate's co-authors, collaborators, mentors, dissertation advisors, or others with an interest in the candidate's success should not be invited to serve as external reviewers.

Candidate's responsibilities: Candidates are responsible for familiarity with the requirements of their P&T portfolio, as described in the documents on the Provost's page of the FAU website. They should also review the two-part statement of the College P&T Committee that is posted on the College website. The candidate prepares all documents as stipulated in the University's P&T guidelines. The candidate is responsible for ensuring that the portfolio conforms to College and University requirements, although they are urged to consult with colleagues (especially the Chair and those who have served on the College P&T Committee) during the process of preparing the portfolio. The candidate is responsible for meeting the expectations of the department. The Chair, mentors, and colleagues may offer advice, but they are not responsible for the candidate meeting

the department's criteria. The Chair makes the files available for review by the Department faculty eligible to vote.

Eligibility to vote: Professors and Associate Professors vote on promotion to the rank of Associate Professor. Tenured members of the Department vote on tenure decisions. Professors vote on promotion to the rank of Professor.

Department deliberation and vote: The Chair calls a meeting to discuss each candidate. The Chair may attend the meeting, but is not eligible to vote. Only faculty eligible to vote (and the Chair) may attend, and discussions are to be kept confidential. After full review and discussion with reference to the appropriate and approved criteria, faculty attending the meeting will vote by confidential ballot. Eligible faculty who cannot attend this meeting but who (a) have read the portfolio and (b) can participate in a live virtual meeting and vote anonymously and simultaneously online.

Faculty who are eligible to participate in discussions but who elect not to participate should write a letter to the Chair explaining the reason for their absence. Abstentions are discouraged except in extraordinary cases (e.g., deliberations on a spouse or partner).

A vote is not taken for the third-year review. For promotion to Associate Professor with tenure, there are two "yes or no" votes: one for promotion and one for tenure. [See the tenure guidelines under the P&T criteria to Associate Professor.] For promotion to Professor, there is one vote for promotion.

When two or more candidates are being reviewed for the same promotion at the same time, the committee treats each candidate individually and independently of the other. Candidates should not to be compared during the committee's discussion.

Department committee's letter: The Department's representative on the College P&T Committee (or member of the Department's Faculty Evaluation Committee) writes a consensus memorandum that reports the votes taken at the meeting and, insofar as it can be ascertained from the discussion, the reasoning behind those votes. The memorandum should consider the candidate's teaching, research, and service in light of the departmental criteria for promotion and tenure. The Department's letter may be reviewed by voting members for final consensus before being made available to the candidate and submitted to the Chair. The candidate may respond to the Department's letter within five days.

Chair's letter: Following receipt of the faculty memorandum, the Chair writes a memorandum to the Dean of the College that indicates their recommendation about the candidate's tenure and/or promotion. The memorandum should include an analysis of the candidate's teaching, research, and service in relationship to the department's criteria for promotion and tenure. It should report the result of the faculty vote. The candidate may respond to the Chair's letter within five days. After the Chair has completed their letter and the candidate has had time to respond if desired, then the candidate's portfolio is submitted to the College P&T Committee.

For the next steps, see the guidelines and procedures of the Provost.