

**Christine E. Lynn College of Nursing
Florida Atlantic University**

Post-Tenure Review Evaluation and Criteria

I. INTRODUCTION

A. Definition and Elaboration:

Post Tenure Review (PTR) serves as a periodic review of tenured faculty and is designed to foster sustained excellence and professional development and recognize and reward outstanding achievement.

PTR is separate and distinct from annual and other employee evaluations in that PTR will focus on long-term accomplishments over a period of five years. Most importantly, the PTR process has been designed to uphold the University's fundamental principles of tenure, academic freedom, due process, and confidentiality in personnel matters.

The FAU PTR process and procedures are outlined in **FAU's Office of the Provost Policy** (<https://www.fau.edu/provost/for-faculty/post-tenure/>) in compliance with Florida Board of Governors regulation 10.003. The following excerpt briefly summarizes FAU's PTR process.

“The PTR process for tenured faculty will initially begin in Spring 2024, and continue in subsequent years, and encompass 20% of eligible tenured faculty. During the first five years of implementation, the University will issue a call to eligible tenured faculty for volunteers to participate in the PTR process. Should the number of volunteers be greater than 20% of the eligible faculty, a random selection from the volunteers will determine the faculty who participate in PTR that year. If the number of volunteers is less than 20% of the eligible faculty, a random selection from the remaining eligible faculty will identify a sufficient number of eligible faculty who will participate in PTR. Eligible faculty due for a Sustained Performance Evaluation (SPE) may volunteer for PTR and participate in both processes simultaneously.”

B. Performance Rating: “Performance Rating” means the following rating scale:

- **Exceeds Expectations:** a clear and significant level of accomplishment beyond the unit's and University's written criteria, and beyond the average performance of faculty across the faculty member's discipline and unit.
- **Meets Expectations:** an expected level of accomplishment based on the unit's and University's written criteria, compared to faculty across the faculty member's discipline and unit.
- **Does Not Meet Expectations:** performance falls below the unit's and University's written criteria, compared to faculty across the faculty member's discipline and unit, but is capable of improvement.
- **Unsatisfactory:** performance fails to meet the unit's written criteria which reflects disregard or failure to follow previously documented and/or otherwise given advice or other efforts to provide correction; or documented incompetence or misconduct, as defined in applicable University regulations and policies, or applicable CBA provisions.

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C. Evaluation Procedure

The office of the Dean of the College of Nursing shall notify faculty members, the Associate Dean of Academic Programs, and the PTR Advisory Committee of upcoming PTR Evaluations and the due date for the evaluation file. The Dean, Associate Dean of Academic Programs and PTR Advisory Committee shall jointly establish appropriate college deadline dates for the PTR process.

The faculty member shall prepare a PTR Portfolio in Interfolio. The PTR will be conducted based on a portfolio containing a summary of the faculty member's activities, and history of professional conduct and performance of academic responsibilities to the University and its students during the entire five-year Review Period.

The PTR portfolio should contain relevant to the five-year review period:

- a current *curriculum vita* that clearly highlights accomplishments in teaching, scholarship, and service,
- copies of the faculty member's last five annual assignments and annual evaluations including any attached written rebuttals by a faculty member under review,
- a copy of the report of the previous SPE or PTR, if available,
- a copy of the published criteria from the faculty member's academic unit (<https://nursing.fau.edu/faculty-staff/faculty-handbook/faculty-evaluation/tenure-track.php>),
- a brief (2 page) narrative from the faculty member, and
- other relevant measures of faculty conduct as appropriate.

The faculty member shall upload the PTR portfolio to Interfolio by the college deadline date set.

D. College of Nursing PTR Advisory Committee

- The College of Nursing P&T Committee shall appoint a PTR Advisory Committee comprised of at least three tenured professors and shall be approved annually by a majority of the tenure-track faculty members of the college.
- The College of Nursing PTR Advisory Committee is tasked to initiate the process of review and deliberation of all submitted PTR portfolios. The PTR Advisory Committee may request the Associate Dean of Academic Programs (or his/her designee) and the Dean of the College of Nursing (or his/her designee) to participate in its deliberations.
- Upon completion of the evaluation, the College of Nursing PTR Advisory Committee shall prepare a brief report summarizing its recommended assessment of each faculty member's performance during the five-year period under review. The Committee's report shall indicate whether the faculty member's performance (1) Exceeds Expectations, (2) Meets Expectations, or (3) Does Not Meet Expectations, or is (4) Unsatisfactory, and shall cite specific areas, reasons and evidence, corresponding to the annual assignments, to support the Committee's conclusion. In case the evaluation report is not unanimously agreed, the report must include the anonymous minority opinions written by the members of the Committee involved. The College of Nursing PTR Advisory

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Committee shall deliver its evaluation reports to the Dean by the deadline date set by the college.

E. College of Nursing PTR Evaluation Expectations and Guiding Principles

The College of Nursing Policy and Criteria for Annual Faculty Evaluations (<https://nursing.fau.edu/faculty-staff/faculty-handbook/faculty-evaluation/salary-increases.php>) and the College of Nursing Guidelines for Faculty Appraisal, Appointment, Promotion and Tenure (<https://nursing.fau.edu/faculty-staff/faculty-handbook/faculty-evaluation/tenure-track.php>) will serve in guiding the thought process and expectations in the determination of the performance rating for the PTR Evaluation. In view of the various kinds of contributions faculty members make during the course of their careers, college expectations must also be sufficiently flexible to embrace the variability of faculty interest, activities, and strengths. As PTR explicitly considers the Annual Assignments of each faculty member, expectations will weight appropriately the full range of assignments a tenured faculty member may receive.

PTR Evaluation Expectations and Guiding Principles:

- **Teaching:** As defined by annual assignments, the faculty member must maintain dutiful teaching of assigned undergraduate and/or graduate courses, exhibit competence as demonstrated by student evaluations, peer review, and/or other evaluation vehicles, and actively mentor undergraduate and graduate students for timely graduation.
- **Research:** As defined by annual assignments, the faculty member must maintain assigned level of research activities, as demonstrated by publication of research results in refereed journals and/or at professional conferences, application for and/or attraction of research funding, and directing and training of undergraduate and graduate students performing research.
- **Service:** As defined by annual assignments, the faculty member must duly serve on assigned college/university committees and/or other administrative duties, engage in public service in various forms, provide service in professional societies, at national and international scientific meetings or as a peer reviewer for scientific journals and grant agencies, and promote the interest and welfare of the College and the University.

II. COLLEGE OF NURSING PTR EVALUATION CRITERIA

A. PTR Criteria

- a. **Teaching** and student mentoring, as evidenced by, but not limited to: (1-5)
 - ◆ Evaluation of teaching, including SPOT and peer review.
 - ◆ Mentoring of graduate and undergraduate students.
 - ◆ Publications in peer-reviewed professional journals with an educational focus and conference presentations.
 - ◆ Development of new courses or updating/revision of existing courses.

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- ◆ Publication of textbooks, or other instructional materials.
- ◆ Teaching recognition.
- ◆ Mentoring of Faculty

b. **Scholarship and research** impact, as evidenced by, but not limited to: (1-5)

- ◆ A record of peer-reviewed research publications in professional journals and conference presentations.
- ◆ Publication of textbooks/book chapters.
- ◆ Served as PI or co-PI of peer reviewed research grants from externally funded agencies.
- ◆ Support research efforts of undergraduate or graduate students, and faculty.
- ◆ Submission of competitive research proposals for external funding.
- ◆ Serving as a Chair or Committee member for Ph.D. dissertations, or DNP Capstone Projects.
- ◆ Mentoring of Undergraduate student Honors Theses.
- ◆ Faculty guidance of post-doctoral fellows.

c. **Service**, as evidenced by, but not limited to: (1-5)

- ◆ Participation on review panels at national funding agencies, e.g., NSF, NIH, etc.
- ◆ Serving on journal editorial boards, policy and advisory committees of national professional organizations.
- ◆ Reviewer for professional journals and/or conference proceedings.
- ◆ Serving on conference program committees and/or chairing conference sessions.
- ◆ Active participation in College and University committees, task forces, governance, initiatives, and/or other administrative duties.
 - ◆ Participation in community engagement to promote the interest and welfare of the College, the University and the Community at large.

III. **Performance Rating**

A PTR score for a faculty member shall be computed according to a scale (1-5) derived from the PTR CON criteria, averaging the total rating/points across the 3 CON criteria. The scores (1-5) will be added to determine the final points, modified as deemed appropriate through its holistic evaluative review by the PTR Advisory Committee.

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The scale assigns point values to overall PTR scores in the following manner:

| Annual Evaluation Descriptor | Rating/Points |
|-------------------------------------|----------------------|
| Exceptional | 5 |
| Outstanding | 4 |
| Good | 3 |
| Needs Improvement | 2 |
| Unsatisfactory | 1 |

The additive scores across the 3 PTR criteria scale ranges from 3 to 15 points. The PTR performance score is apportioned as follows

| PTR Performance Descriptor | Rating/Points |
|-----------------------------------|----------------------|
| Exceeds Expectations | 13-15 |
| Meets Expectations | 10-12 |
| Does Not Meet Expectations | 7-9 |
| Unsatisfactory | 6 or less |

1. Performance Exceeding Expectations

In order to receive a rating of “Exceeds Expectations,” a faculty member must have received an overall score of 13 or more points. Exceeds Expectations may not include any annual evaluations of Needs Improvement or Unsatisfactory during the five-year period under review.

2. Performance Meeting Expectations

In order to receive a rating of “Meets Expectations,” a faculty member must have received an overall score in the 10-12 point range over the five-year period. This score may not include two or more annual evaluations at the Needs Improvement level or one or more Unsatisfactory level during the five-year period under review.

3. Performance Does Not Meet Expectations

In order to receive a rating of “Does Not Meet Expectations,” a faculty member must have received an overall score of 7-9 points on the PTR scale. This score is the equivalent of receiving less than an average rating of Good for evaluations over the five-year period under review. In this category, performance overall does not meet the standard for “Meets Expectations.” For example, a completed and reviewed Performance Improvement Plan might show no progress.

4. Unsatisfactory Performance

Unsatisfactory for the Post Tenure Review process is assessed as a score of 6 or less on the PTR scale. Such a score indicates consistent, substantiated difficulty, over the review period, in carrying out one or more of the basic duties associated with teaching, research, and/or service. Performance reflects disregard or failure to follow prior Performance Improvement Plans or there is documented and substantiated incompetence or misconduct, as defined in applicable university

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