

FACULTY PROMOTION

Policy

Application for promotion to the next academic rank is appropriate when minimum quantifiable criteria for that rank have been met. Promotion is not and must never be interpreted as automatic upon the attainment of meeting the minimum quantifiable criteria. Promotion is granted as recognition of the attainment of qualitative criteria such as significant accomplishment in the profession and in a specific discipline; significant experience in teaching gained through appropriate years of service; evidence of a high level of commitment to the “Expectations of the PBA Faculty” (Part Two, Chapter Thirteen).

Promotion Requirements

Faculty seeking promotion *may* submit a preliminary request to their Dean, demonstrating the attainment of “quantitative” criteria and expressing intent to apply for promotion. Upon approval of this request by the School Dean, the faculty member prepares a portfolio, which conforms to the description in the following documents (click link to access):

- [Application for Promotion](#)
- [Portfolio Criteria Checklist](#)
- [Portfolio Guidelines](#)

In some instances, the applicant’s dean and/or the Faculty Promotion and Evaluation Committee (FPEC), may document criteria supporting promotion and may encourage the Provost to grant exceptions in judgment based on qualitative when quantitative criteria are not met.

Quantitative Criteria for Faculty Promotion

1. **Instructor to Assistant Professor**
 - a. Years of Service: three years in rank
 - b. Degree: master’s degree + 18 semester hours, or the equivalent of professional experience
 - c. Research/Scholarly Efforts: evidence of research or scholarly work, may include a doctoral dissertation
2. **Assistant to Associate Professor**
 - a. Years of Service: six years in rank; two years at PBA (normally)
 - b. Degree: earned doctorate or the equivalent of professional experience
 - c. Research/Scholarly Efforts: evidence of research or scholarly work, not including doctoral dissertation
3. **Associate to Professor**
 - a. Years of Service: six years in rank, three years at PBA (normally)
 - b. Degree: earned doctorate or the equivalent of professional experience
 - c. Research/Scholarly Efforts: evidence of research or scholarly work, not including doctoral dissertation

Quantitative Criteria for Library Faculty Promotion

1. **Affiliate to Assistant Librarian**
 - a. Years of Service: three years of full-time professional library service in rank or the equivalent thereof
 - b. Degree: master’s degree in librarianship
 - c. Research/Scholarly Efforts: growing productively in professional presentations at the local, state, and national levels
2. **Assistant to Associate Librarian**
 - a. Years of Service: six years of full-time professional library service in rank, two years at PBA (normally), or the equivalent professional experience
 - b. Degree: master’s degree in librarianship
 - c. Research/Scholarly Efforts: leadership in professional organizations, presentations at state or national conferences, and publication in scholarly journals
3. **Associate to Librarian**

- a. Years of Service: six years of full-time professional library service in rank, three at PBA (normally), or the equivalent professional experience
- b. Degree: doctorate in librarianship or a master's degree in librarianship with another master's in another discipline(s), or, *in lieu* of the second master's degree, evidence of library contributions of unusual merit
- c. Research/Scholarly Efforts: leadership in professional organizations, presentations at state or national meetings, and publications in scholarly journals

Qualitative Criteria for Faculty and Library Faculty Promotion

The evidence listed under each of the five criteria in this section is suggestive, not exhaustive. Applicants must, however, address some evidence in each of these five qualitative criteria areas.

1. The Integration of Faith and Learning/Christian Commitment

This criterion includes an essay dealing with integrating faith and the discipline(s) taught and the role of Christian character as part of one's philosophy of teaching. Evidence of course syllabi, class handouts, and other models may be included to support this criterion. Attention will also be given to section one of the Faculty Evaluation Form (FEF) or Library Faculty Evaluation Form (LFEF) as it relates to this criterion.

2. Teaching

- a. The general reputation of the faculty member as a teacher among students, colleagues, and others in the University community
- b. Student evaluations of the faculty member's effectiveness as a teacher and rapport with students as developed from whatever forms may currently be in use for the purpose. The student evaluation data shall be interpreted in the light of whatever norms are appropriate
- c. The degree of organization of the teaching process, as indicated by course syllabi, outline, information sheets provided to students, and related materials
- d. Evidence that the faculty member keeps abreast of new developments in the field, revising course content and methodology as appropriate: designing new courses to meet changes in needs; evidence of innovative approaches in instruction including an emphasis on active learning by students, research, and publication related to the pedagogy of the field; participation with other faculty and the Dean in curriculum development and in accomplishing the instructional mission of the area, and initiative in designing new courses to meet changing needs
- e. Evidence of effort to improve teaching ability or to develop new areas of competence
- f. Reputation as a teacher outside the University, as evidenced by invitations to speak or give workshops related to instruction at other institutions
- g. Membership, participation, and/or office in professional organizations specifically oriented toward teaching
- h. Student performance on standardized tests
- i. Statement of teaching philosophy and methods used to implement that philosophy
- j. Maintaining academic standards while remaining flexible in response to the changing character of student generations
- k. Conscientiousness about meeting classes as scheduled, being well-prepared for class, fairness in testing and grading, allowing students to see their work and their grades, returning student work within an appropriate time frame and classroom management (e.g., efficient organization of activities, equipment, use of time, etc.)
- l. Recognizing and encouraging excellence, challenging students, inspiring student curiosity and learning, and accessibility of the faculty member to students outside the classroom
- m. The variety of courses taught and course/student load
- n. New courses prepared/new disciplines learned
- o. Cooperation with colleagues in interdisciplinary efforts
- p. Treating students with respect; not belittling or embarrassing students; the normative offering of negative assessments with respect and in a constructive manner
- q. Evidence of achievement of student learning outcomes.
- r. Evidence that teaching connects with mission statement.

3. Research and Scholarly Efforts

- a. Books and monographs published or accepted for publication. The size and reputation of the publishing house and the potential for wide distribution of the published work shall be considered. Manuscripts submitted, but not accepted, shall not be considered except as indicated below.
- b. Articles published (or accepted for publication) in scholarly journals of national or regional prominence where such articles are subject to review by other reputable scholars in the discipline. Non-refereed articles and/or publications in local or state journals shall not carry the same weight. Manuscripts submitted, but not (yet) accepted shall not be considered except as indicated below.
- c. Chapters in books, book reviews, editorial reviews for publishers of books, monographs, and journals.
- d. Grants awarded to support research or other scholarly activities. Grant applications shall not be considered except as indicated below.
- e. Papers presented at international, national, or regional meetings or professional organizations, especially when such presentation was of an “invited” nature and a principal feature of the meeting. Papers presented at state and local meetings should carry less weight.
- f. Creative accomplishments in the fine arts, such as major recitals or concert appearances, published musical scores or arrangements, major art exhibits, major commissioned art works, and other works of a similar nature.
- g. Evidence of progress in research and other creative work that should ultimately result in publication. Progress reports, grant applications, preliminary reports presented at meetings, manuscripts submitted for consideration, etc. are some of the factors, which should be considered.
- h. Other appropriate accomplishments related to scholarly and creative accomplishments.

4. Service

a. Professional

- (1) Significant leadership activities in national and regional professional organizations; to a lesser extent, similar activities in state and local organizations
- (2) Honors and special recognition for outstanding service to the discipline as awarded by national, regional, state, and local organizations
- (3) Presentation of papers or speeches to local, regional, state and national groups
- (4) Chairing sessions at professional meetings, serving as panel member, etc.
- (5) Planning professional meetings
- (6) Invitation to judge, consult, or referee off-campus
- (7) Travel appropriate to one’s discipline

b. Community

- (1) Professional consulting with governmental, civic/community groups
- (2) Presentations at local, state, or national civic/community organizations
- (3) Leadership role in local, state, or national civic/community organizations

c. Palm Beach Atlantic University

- (1) Quality of participation on standing committees of the Faculty Senate
- (2) Officer of a standing committee
- (3) Service on special committees
- (4) Officer of Faculty Senate
- (5) University-wide service (self-study committee, special task forces, etc.)
- (6) Attendance at Faculty Senate
- (7) Attendance at Family Weekend, Homecoming, chapel, concerts, plays, student athletic events, etc.
- (8) Contribution to intellectual atmosphere of campus
- (9) Outstanding service, especially in a leadership role, on major University committees
- (10) Institutional research in connection with development of new programs or obtaining accreditation, etc.
- (11) Faculty Forum presentations
- (12) Administrative responsibilities such as coordinating a department

d. Church

- (1) Teaching in the church
- (2) Serving on a church board or committee
- (3) Participation in or leading a home cell group/Sunday school class
- (4) Leadership activities in local, national, or international church organizations
- (5) Serving in short term missionary efforts

5. **Student Relationships**

a. **Advising**

- (1) Keeping advisees moving steadily toward graduation
- (2) Maintaining up-to-date degree plans
- (3) Having good rapport with advisees
- (4) Being available to advisees
- (5) Maintaining contact with advisees between registration time as required

b. **Related Services**

- (1) Sponsoring social groups/activities
- (2) Sponsoring honor and professional societies
- (3) Supportive attendance at student activities (recitals, concerts, plays, athletic events, etc.)
- (4) Volunteer coaching
- (5) Serving as resource person to students other than one's own advisees or students
- (6) Advisor to publications or productions
- (7) Involvement with student activities (giving a program for student organization; service as a judge for a student concert, participation in student fund-raising activities, traveling with mission and ministry teams, etc.)
- (8) Personal counseling as appropriate

Procedures for Promotion of Faculty

Faculty may apply for promotion once the quantitative criteria are met or when the faculty member believes that an exception to the quantitative criteria can be requested based on qualitative merit. The procedure is as follows:

- 1. Those faculty and librarians, in consultation with their Dean, who meet the quantitative criteria for promotion (as confirmed by the Dean and Provost) listed above, may apply to their Dean by submitting an Application for Promotion according to the application form, checklist, and guidelines (Chapter 11, Promotion Requirements).
- 2. The Dean reviews the Portfolio and forwards his/her recommendation to the Faculty Promotion and Evaluation Committee for their review and recommendation.
- 3. The chair of the Faculty Promotion and Evaluation Committee forwards the Committee's recommendation to the Provost, who reviews the Portfolio and makes a recommendation to the President.
- 4. The President reviews the Portfolio and determines whether or not to make a favorable recommendation to the Board.
- 5. The Board of Trustees is the ultimate decision-making entity for promotions.

Procedures for Promotion of Academic Administrators

Academic Administrators may apply for promotion once the quantitative criteria are met. The procedure is as follows:

- 1. When an academic administrator (School Dean, Library Dean, etc.) meets the quantitative criteria for promotion (as confirmed by the Provost) listed above, they may apply by submitting to the Provost an Application for Promotion, checklist, and guidelines (see Chapter 11, Promotion Requirements).
- 2. The Provost shall appoint three Deans from its membership to evaluate the application and make an Approval-Disapproval recommendation to the Provost.
- 3. Upon approval by the Provost, the recommendation shall be forwarded to the President.
- 4. The President in turn shall make recommendations to the Board of Trustees for final approval.
- 5. The Board of Trustees is the ultimate decision-making entity for promotions.

Timelines

The schedule for promotion consideration is as follows:

By the first week in September..... Formal Application and Portfolio presented to the Dean

By October 15 Formal Application and Portfolio with Dean's recommendation presented to the Faculty Promotion and Evaluation Committee

By January 15 Formal Application and Portfolio with Faculty Promotion and Evaluation Committee's recommendation presented to the Provost

By February 15 Formal Application and Portfolio being recommended and presented to the President

April Board Meeting Recommendation of President to Board of Trustees

April 30 Applicant Notified

Procedure for Faculty Appeal for Rejection of Promotion

Should a Dean not recommend approval of promotion in rank, reason must be given to the faculty member. If the reason is unsatisfactory, the professor may appeal to the Faculty Promotion and Evaluation Committee (FPEC). Should the FPEC, with reason, not recommend promotion in rank, the faculty member may appeal to the Provost. This is the last appeal. Rationale for each level for non-recommendation must be given at each level of appeal.

Authority

The Board of Trustees holds the sole authority to grant promotion in rank based upon the recommendation of the President. The President relies on the recommendations of the Dean, the Faculty Promotion and Evaluation Committee, the Provost, and the President's own review of the application in arriving at a recommendation to the Board. If a promotion is not granted, the faculty member may apply the following year, provided all minimum quantitative requirements are met.

