

This table is extracted from the Preparation of Dossier for Regular Rank Faculty Appointment for APT Committee, Pages 4-6

Table 1: Tenure-Track - Appointment, Promotion and Tenure Criteria

Faculty Academic Rank	Criterion	Standard	Evidence includes but is not limited to:
Assistant Professor	Education	Demonstrated potential to achieve excellence in education or research.	<ul style="list-style-type: none"> • Expertise in area(s) of specialisation • Competency in teaching as evidenced by feedback from students and course supervisors, if available • Awards for teaching • Contributions to development of course material and pedagogy
	Research		<ul style="list-style-type: none"> • Indications of independence as a researcher • Potential to achieve excellence as evidenced by the quality and quantity of publications, and the quality of the dissertation • Awards for research
	Service		<ul style="list-style-type: none"> • Service contributions where available.
Associate Professor	Education	A peak of excellence in either education or research, with demonstrated quality in the other, and indications of sustainability over the long term. Consistent record of service with evidence of leadership would lend weight in the assessment for a lateral appointment to Associate Professorship. For Assistant Professors seeking promotion to Associate Professor, service contributions requiring major time commitment are not expected.	<ul style="list-style-type: none"> • Peer review reports • Student feedback • Student supervision as evidenced by the quantity and quality of graduate student supervision • Leadership in/contributions to curriculum development and pedagogy • Other performance indicators related to education such as teaching awards, curriculum innovations etc.
	Research		<ul style="list-style-type: none"> • Research focus as evidenced by body of work established • Research quality and productivity • Research impact • Research independence and leadership

			<ul style="list-style-type: none"> • International recognition of research contributions • Where applicable, creative professional activity and practice-led research • Other performance indicators related to research such as awards, research funding etc.
	Service		<ul style="list-style-type: none"> • Service to NUS (Department/Faculty level) • Professional or other service beyond the University, nationally or internationally • Significance and impact of service contributions
Professor	Education	Sustained high level performance with peaks of excellence in either education or research, and very good quality in the other. Excellence in service would lend weight in the assessment.	<ul style="list-style-type: none"> • Peer review reports • Student feedback • Student supervision as evidenced by indicators such as placements of graduate students, awards/prizes won by students mentored, list of publications with students as first or single authors etc. • Leadership in/contributions to curriculum development and pedagogy • Other performance indicators related to education such as teaching awards, curriculum innovations etc.

	Research		<ul style="list-style-type: none"> • Research focus as evidenced by body of work established • Research quality and productivity • Research impact • Research independence and leadership • International visibility as evidenced by e.g. invitations to give keynote addresses • Where applicable, creative professional activity and practice-led research • Other performance indicators related to research such as awards, research funding, etc
	Service		<ul style="list-style-type: none"> • Service to NUS (Department/Faculty/University level) • Professional or other service beyond the University, nationally or internationally • Significance and impact of service contributions