

CAREER PATH FOR INSTRUCTORS: PROMOTION GUIDELINES

In order to demonstrate appreciation for their many contributions to the mission of the University of South Florida system, and to encourage continued career development, the university provides a promotional career path for individuals who hold the non-tenure track rank of Instructor. It is recognized that appointments to the position of Instructor have been made to cover a wide variety of job assignments at the University of South Florida system, some of which do not entail traditional faculty activities. For this reason, judgments regarding the Instructor career paths to be described hereafter are expected to be based on the individual's primary FTE assignment.

NOTE: Some of the terminology utilized in the following sections is adopted to recognize that several different academic structures exist across the USF system.

Eligibility and Regulations

- Eligible employees are those classified as Instructors, whose position has been one of continued employment, and who have not been given notice of non-reappointment or termination. Time spent in visiting or tenure track positions does not qualify towards eligibility.
- Lecturers functioning as instructors may request to have their appointment status changed to instructor, and thus become eligible for this career path with credit for their years of service under their appointment status as lecturers.
- Individuals must have been awarded the appropriate degree associated with the primary duties as defined by the academic unit in which the appointment resides.
- Following an initial phase-in period, promotion to the designated positions described below requires continuous appointment for specified periods of time.
- The individual must initiate the process by requesting to be evaluated for promotion.
- The decision to apply for promotion rests with the individual and there will be no penalty for one's choice not to apply or for failure to achieve promotion.
- This career path creates no rights other than the option to apply for promotion to the designated positions.
- Department/Unit and/or college governance documents should address responsibilities and privileges of these non-tenure-earning employees in consideration of the provisions contained herein.
- Colleges and Departments/units will develop criteria specific to their units following procedures/processes similar to tenure and promotion process of the department/unit. Employees applying for promotion within this career path will be reviewed at both the departmental/unit and college levels; applicants may request further review from office of Academic Affairs.

Initial Appointments

- All initial appointments of non-tenure-earning Instructors will be designated as Level 1.

Promotion Levels

Level 2

- Following an initial phase-in of the career path program, 5 or more years of experience at Level 1 is required. After this time, Instructors may apply to be considered for a promotion on the basis of meritorious performance.
- Excellence in the principal assigned duty is required, as demonstrated by earning an overall rating of “Outstanding” from the evaluating units. This evaluation should be in concert with, but not solely determined by, the last five years of annual evaluations. In addition to annual evaluations, the required comprehensive review should assess the individual’s holistic contributions to the evaluating unit.
- An overall rating of “Strong” is required from the evaluating units on any additional area of assignment that averages .25 FTE during the last five years of annual evaluations.
- If an individual has equal assignments in excess of .25 FTE, one must be designated as the primary area and ratings assigned accordingly. That is, the primary area must be evaluated as “Outstanding” and the remaining areas rated as no less than “Strong.”
- Where individuals have multiple assignments, a rating of “Satisfactory” will not disqualify an individual from consideration for promotion if the FTE assignment in that area is .10 or less.
- Ability to maintain credentials in compliance with appropriate accreditation standards.

Level 3

- Following an individual phase-in period, 5 years experience at Level 2 is expected. After this time, Level 2 Instructors may apply for promotion on the basis of meritorious performance.
- A comprehensive review and assessment following the guidelines specified for Level 2 must be conducted.
- In assigning ratings for Level 3, evaluating units should determine that the individual has demonstrated continuous development and has achieved significant accomplishments beyond that considered at the Level 2 review. Examples of such accomplishments include, but are not limited to receiving awards related to assigned duties, publishing material in professional outlets related to assigned duties, and/or developing innovations that have had a demonstrably positive effect in promoting the mission of the university.

Criteria for Teaching Effectiveness and Professional Development, and Service

I. Teaching Effectiveness

a. Standard Teaching is the primary responsibility of Instructors at USF St. Petersburg. Teaching involves communicating knowledge to students and fostering in them the intellectual curiosity necessary to continue the quest for knowledge. The effective teacher exhibits a sustained concern for teaching, which is reflected in teaching materials, classroom performance, academic advising, critical evaluation of students, and adequate preparation of students for later undergraduate work. Course materials should be well conceived, well organized and well written. Instructors should be

accessible to students both inside and outside of class, provide frequent constructive feedback to students, and involve them actively in the learning process. Instructors should attempt to use a variety of teaching techniques including innovations involving modern technology, where appropriate, and maintain currency in the pedagogy of their disciplines. Students should be exposed to current scholarship or research in the field, if appropriate. Student evaluations should be consistently good. An instructor should be prepared to provide sound advice to students and to newer colleagues on academic matters.

b. Evidence should include:

- (1) Peer, Chair and/or Dean's annual evaluations since the instructor has been at USF St. Petersburg
- (2) Internal and/or external colleague statements on teaching.
- (3) Narrative of teaching philosophy, methodology, and accomplishments in teaching, advising, and other similar activities.
- (4) Student ratings from all courses evaluated. Student course evaluations will be completed for every section of every course, every semester, with the exception of those courses whose enrollments fall below 10 for undergraduate courses and five for graduate courses, including the comments' portion of the student ratings.
- (5) Syllabi, reading lists or bibliographies, policy statements, grading procedures, course goals and objectives.
- (6) Samples of instructor-prepared and/or other supplementary course material.
- (7) Samples of tests, exams, essays or other assignments, including some graded work.
- (8) Participation in curriculum and/or course development, if assigned.
- (9) Observation of classroom performance and evaluation by the Department Chair and/or College Dean and/or tenured faculty member. Each College's Tenure and Promotion Committee will develop procedures.
- (10) Evidence of teaching effectiveness may also include but is not limited to:
 - (a) Participation in pedagogical conferences and/or workshops
 - (b) Participation in academic advising as directed by the Department Chair and/or Dean

II. Professional Development

a. Standard

Professional development is essential to an instructor's ability to carry out the College's educational mission. Professional development involves the various activities that increase the faculty member's knowledge and exemplify pedagogical or artistic expertise. It includes, but is not limited to, research in pedagogy, appropriate studies within and outside one's specialties, and creative activities in practice and performance in the fine arts. Instructors maintain currency in the content of courses taught and in pedagogical techniques. They sustain professional contact with colleagues and engage in continuing professional activities to maintain, upgrade, and augment existing skills or develop new ones.

b. Evidence should include but not be limited to:

- (1) Instructor's narrative of professional development activities.
- (2) Internal and/or external colleague statements on professional activities.
- (3) Peer and Dean (and Chair's, where appropriate), evaluations since faculty member has been at the College.
- (4) Evidence of professional development may include but is not limited to:
 - (a) serving as an officer or a member of a board or committee of a local, state, regional, national or international professional organization;

- (b) Chairing or serving as a discussant on a panel at a professional meeting;
- (c) Preparing grant proposals and reports;
- (d) Conducting professional workshops and seminars;
- (e) Participating in professional meetings, seminars, workshops, et cetera;
- (f) Completing graduate studies or course work relevant to professional competency;
- (g) Receiving fellowships and awards;
- (h) Serving as a professional consultant;
- (i) Attending workshops, symposia, meetings of regional and national organizations, et cetera;
- (j) Producing scholarly and creative works that are pedagogical in nature, such as media productions, analyses of practice, compiling significant bibliographies, guidebooks, catalogs, study guides, textbooks or workbooks, and other publications related to the discipline.

III. Professional Service to the College and Community

a. Standard

Service to the College and/or the community falls within the responsibilities of a faculty member and is essential to the fulfillment of the university's responsibilities to the academic community and to the attainment of institutional goals. Each faculty member is expected to cooperate in supporting the mission and the goals of the department, college, and the institution. Service includes holding departmental/college offices, serving on departmental/college/university committees, and participating in campus and community activities related to the institution and to one's professional role. It also includes involvement with standing or *ad hoc* committees of the College, and special committees or task forces. Service includes working with student organizations and non-academic advising; working with community, state, regional or national organizations; utilizing professional expertise; and working on institutional advancement projects.

b. Evidence should include but is not limited to:

- (1) Instructor's narrative of accomplishments in service while in the rank of Instructor.
- (2) Internal and/or external colleague statements and letters of testimony. The letters shall be solicited by the department chair and/or dean. Authors of letters shall be agreed upon by both the by the department chair and/or dean and the instructor.
- (3) Peer, Dean and/or Chair's evaluations since the faculty member has been at the institution.

REVIEW PROCESS FOR PROMOTION WITHIN THE INSTRUCTOR CAREER PATH AT USF ST. PETERSBURG

Evaluating units employing non-tenure-earning faculty holding the position of Instructor will establish procedures for processing career ladder applications and will develop standards for promotion within that unit. Such procedures and standards are subject to review and approval by the larger unit under which the evaluating unit is situated. (In most cases, this will mean the College Dean's office.) At their discretion, the academic officer of the larger unit may direct that a standardized process be developed for the entire unit. At USF St. Petersburg, the Tenure and Promotion Committee in each College will serve as the Non-tenure Promotion Committee for the purpose of evaluating promotional applications within this career path and for making recommendations to grant/deny the promotion.

The general process, subject to variation according to academic structural arrangements, is as follows:

- The Instructor meets with her/his supervisor to ensure that he/she is eligible for promotional consideration. Supervisors are encouraged to provide a candid assessment at that time of the potential strengths and weaknesses of the Instructor's application.
- If the Instructor is eligible and decides to proceed with the application, the Instructor submits a formal application for promotion to the evaluating unit. (A system-wide application will be made available.)
- A designated faculty committee within the Instructor's evaluating unit reviews the application and assigns overall ratings for each relevant area of assigned duties. If the Instructor has multiple supervisors in a unit, the immediate supervisor should be a member of this committee. A narrative is to be provided by the review committee that justifies the assigned rankings.
- The evaluating unit supervisor (i.e., the Dean in the College of Education) provides a separate review, ranking, and narrative.
- The administrative office of the larger academic unit (typically, that of the Dean) reviews the evaluating unit's review and determines whether to approve or disapprove a promotion. If disapproved, a narrative is to be provided to the Instructor that specifies the reasons and makes suggestions for improvement that might result in a positive review at a later date. **NOTE:** At the discretion of the larger academic unit, and in consultation with a designated faculty governance body within that unit (typically, a College), a separate review by a faculty group at that level may be utilized.
- Final decisions regarding promotion should be completed before the end of the Spring semester.
- A listing of Instructor promotional decisions are to be provided by the college to the Regional Vice Chancellor for Academic Affairs by May 1
- Decisions on promotion prior to the time recognized as normal should be considered "early decisions." Early decisions should be identified and justified as such at every level of review. Truly exceptional performance is required for a favorable early decision.

Promotional Review Committees for Instructors

At USF St. Petersburg, the Tenure and Promotion Committee in each College will serve as the College Non-tenure Promotion Committee (CNPC) for the purpose of evaluating promotional applications within this career path and for making recommendations to grant/deny the promotion.

Initial membership of these CNPCs will comprise tenured faculty; later those non-tenure-earning Instructors who have been promoted to Level 2 or 3 will also be eligible to serve. The College Tenure and Promotion Committees, serving as the CNPC, will review applicants for non-tenure promotion candidates during meetings set aside solely for this purpose. Once non-tenure earning Instructors have been promoted to Level 2 or 3, one or two Instructors will also serve on CNPCs for the sole purpose of reviewing applications for promotion of non-tenure promotion candidates.

Academic units employing non-tenure-earning employees in the faculty pay plan will develop procedures for processing promotion applications for eligible employees subject to approval by the Regional Vice Chancellor for Academic Affairs. Academic units have the option to further define the promotional requirements of these guidelines so long as further definitions are in writing and approved by Regional Vice Chancellor for Academic

Affairs and so long as further definitions are not weaker than or in conflict with these guidelines.

Department/Unit and College Advisory Committees

USF St. Petersburg has designated the Tenure and Promotion Committee in each college to serve as the College Non-tenure Promotion Committee (CNPC) for the purpose of evaluating promotional applications within this career path and for making recommendations to grant/deny the promotion. As non-tenure-earning faculty move through this process and are promoted to Level 2 or 3, one or two non-tenure earning faculty will also serve on the CNPC for the sole purpose of reviewing applications for promotion of non-tenure promotion candidates and providing advice on promotion decisions within the Instructor career path. The purpose of these committees is to review applications for promotion and to provide faculty advice to the Chair and Dean on each application.

Department/UNIT Committee

In the College of Arts and Sciences, the departments shall establish on an annual basis, as needed, a Departmental/Unit Non-Tenure Promotion Committee (DNPC) to review applications and to make recommendations to the Department/Unit Chair and the CNPC.

Where possible, departmental/unit representatives serving on the DNPC level should not serve on the CNPC. Individuals serving on more than one committee should vote at the department/unit DNPC but may participate in the discussion of the candidate during the meeting of the CNPC Committee. The procedures for selecting members of the DNPC will be specified in the appropriate department/unit governance document. The DNPC committee shall select the Chairperson who shall be responsible for writing the evaluation of the majority opinion of the DNPC committee, entering the vote of the committee into the application, noting the evaluations made by the DNPC Committee (e.g., Outstanding, Strong, etc.) and signing the application on behalf of the DNPC.

The DNPC must consist of a minimum of three members but may be larger at the discretion of the department/unit.

CNPC Committee

USF St. Petersburg has designated the Tenure and Promotion Committee in each college to serve as the College Non-tenure Promotion Committee (CNPC) for the purpose of evaluating promotional applications within this career path and for making recommendations to grant/deny the promotion. As non-tenure-earning faculty move through this process and are promoted to Level 2 or 3, one or two non-tenure earning faculty will also serve on the Tenure and Promotion Committee for the sole purpose of reviewing applications for promotion of non-tenure promotion candidates.

Non-tenure earning committee members, serving on the Committee, shall not vote on applications for promotion to a rank higher than that which they themselves hold.