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# University criteria for promotion from Assistant to Associate Professor

Spring Semester, 2020

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## Preamble:

Universities rely on the faculty to execute their core mission and each university takes particular pride in the quality of its faculty. At Florida Poly, we take great pride in our faculty. Setting high standards for faculty achievement as an important part of building and sustaining the institution to enable us to achieve our mission to “*Serve students and industry through excellence in education, discovery, and application of applied sciences and engineering.*”

A core component in developing a great faculty body is the faculty promotion process. General criteria for promotion to Associate Professor are set forth herein. Each academic department will provide clarifications to the criteria tailored to their discipline and the ways they can best serve the University’s mission.

The Collective Bargaining Agreement (CBA, section 6.5a) notes that Assistant Professors:

*May only be reappointed once and must apply for promotion no later than at the completion of six, fall to spring, academic years. However, if hired prior to June 1, 2017, such faculty must apply for promotion to Associate Professor no later than the last year of their three-year reappointment term.*

Promotion to Associate Professor considers the faculty member’s contributions to the university and if sufficient evidence is present to demonstrate that an individual has achieved the rank Associate Professor.

The faculty handbook (section 4.2.2) sets minimum criteria for the faculty ranks (Assistant Professor, Associate Professor, and Professor). These criteria are organized to evaluate a faculty member based on his/her evidence of achievement in Instruction, Research or Scholarship, and Service. The faculty handbook sets minimum qualifications by rank and notes:

*The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field.*

The overall evaluation must consider the long-term impact of all of a faculty member’s efforts on the ability of the institution to execute its mission.

The faculty handbook specifies that an Associate Professor must achieve: “*a demonstrated record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university’s mission and relevant academic discipline(s); evidence of a positive and growing reputation in his/ her chosen field; and promise of continued successful performance.*”

Given the importance of excellence in education to the mission, faculty must provide evidence of accomplishment in teaching in order to warrant recommendation for reappointment. Faculty members must demonstrate achievement in research and scholarship consistent with their assigned duties. Faculty must also provide evidence of involvement in the university community with service or other activities that add value, commensurate with their assigned duties. Faculty members’ FARE forms should be used to determine assigned work duties. Finally, because Florida Poly has grown quickly, the evaluation will consider efforts to build the institution that are outside the typical scope of faculty responsibilities.

The following sections set institutional expectations in the areas of Teaching, Research and Scholarship, and Service for faculty promotion to Associate Professor.

## University criteria for promotion to Associate Professor:

As noted in the collective bargaining agreement, a faculty member's demonstrated contribution to the institution is the basis for the recommendation to reappoint a faculty member. In all cases, the quality of the work done, and the faculty member's impact, is an important factor in the reappointment decision. A faculty member's annual performance evaluation represents the outcome of a process that is not longitudinal in considering a faculty member's contribution to the institution and is therefore not sufficient to justify reappointment. The evaluation of a candidate must consider the assigned workload for the faculty member, including periods of the summer that are compensated, as the contributions to the three areas (instruction, scholarship or research, and service) are evaluated. Overall, the evaluation must consider the impact of the faculty member on the university community.

The faculty handbook notes: *"The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field."* For an Associate Professor the minimum qualifications are: *"a demonstrated record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university's mission and relevant academic discipline(s)."* The three areas (**instruction, scholarship or research, and service**) are listed below, along with a narrative that provides background on expectations for a faculty member seeking reappointment.

1. **Instruction**, including *regular classroom and laboratory teaching, laboratory / project based learning instruction, effective development/application of new instructional methods, new course development, directing thesis committees, and other instructional activities*. Each of these is discussed below after paragraphs a and b that provide a framework for consideration. Overall promotion requires proficiency and breadth in instructional capacity considering instructional delivery, instructional material development, and in most cases course development. **Note that it is not a criterion for reappointment to have activity in each of the areas.**
  - a. **A faculty member must clearly be contributing to the instructional mission**, by delivering their assigned courses, and also by contributing to the departmental and university educational mission. Instructional effectiveness will not be judged solely by Student Assessment of Instruction results or by the "D,F, W" rate. To demonstrate instructional effectiveness, faculty at the time of reappointment must show evidence that their teaching proficiency is sufficient that they can independently deliver their courses in a manner that is consistent, meets student learning outcomes, holds high academic standards while facilitating student success and that they are effective in the classroom. Student assessment of instruction results are insufficient (and indeterminate) to demonstrate instructional effectiveness. Evidence of meaningful collaboration with other faculty is an important factor to consider as well as sensible syllabus construction and campus presence consistent with the expectations for a full time faculty member. For multi-section courses, a requirement is positive and appropriate collaboration with other faculty to provide a consistent and high quality instructional experience for students. New course development must show not only that the course was developed but that the course was appropriate and executed effective learning outcomes consistent with the degree(s) supported by the course. Instruction is further considered following the standards presented in sections b-h and faculty are strongly encouraged to consider these items as they prepare their reappointment dossier.
  - b. **The assigned instruction credit hours** are captured by FARE forms. Factors to consider in terms of "effort" are how many times the faculty member has delivered the class, the "efficiency" of the schedule

- for the faculty member in terms of how many course preparations are present in a semester, the amount of support provided for the delivery by student assistants (graduate or undergraduate) or technicians.
- c. **Regular classroom and laboratory teaching** – this includes, but is not limited to, teaching ‘core’ curriculum courses to standards established by the departments (includes courses with common exams or in ‘core’ of degree program) – a minimum requirement is: *Appropriately professional cooperation with co-instructors to deliver ALL materials in the syllabus and complete delivery of the course in a satisfactory manner.* For courses that are highly coordinated, faculty must carefully adhere to the common expectations of the course. The expectation is that all assessments required for that course (not just one of multiple sections) is present. Individual sections may vary in assessment outcome due to time offered, particular students population, or hurricane delays, however, instructors must cover ‘common’ material and explain raw assessment data from their section in a narrative. In a ‘common, multiple section course’ or ‘core’ course, failure to deliver all materials in the syllabus is cause for concern. Similarly, in single section courses, assessment materials should demonstrate that course delivery supported student learning outcomes and subjects defined for delivery in the syllabus.
  - d. **Laboratory / project based learning instruction** and other instructional activities. Evidence must demonstrate that the instructional activity is well planned and the learning outcomes are achieved. A minimum requirement is that instructional materials are sufficiently complete and organized so that students can use them to achieve the learning outcomes for the activity.
  - e. **Effective development/application of new instructional methods.** New pedagogical interventions should be supported by the literature and aligned with a reasonable rationale that justify the exploration/adoption of such technique. The university encourages new instructional methods, but not at the expense of learning outcomes; hence experimentation with new instructional techniques must be well coordinated with a chair and care taken to deliver all course topics. If an instructor chooses to implement a new teaching technique, they must be sure the course materials /topics in the syllabus are not compromised.
  - f. **New course development.** This activity ranges from development of a new course for Florida Poly to significant redesign of an existing course where the instructor develops a substantial amount of material for the delivery of the course. Creating a significant volume of high quality new courses materials with appropriate assessment methods show exemplary effort on the part of the faculty. Delivering course materials consisting primarily of the publisher’s resources is deemed satisfactory. Random inclusion of course materials not aligned with the outcomes and subject matter of the course is deemed as unsatisfactory.
  - g. **Other instructional activities.** These activities typically include, but are not limited to, course coordinator delivery of courses across multiple sections, preparation of ABET materials. Course coordinators for multi-section courses (lecture/lab) have the lead role in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics, etc.) with others, conducting weekly/bi-weekly course coordination meetings, coordinating availability of supplies , and collecting formal and informal feedback for instructors (who would be fulfilling roles as described in ‘part c’ of this item.) A minimum standard is to meet with faculty regularly to create an appropriate outcome and to provide an organizational framework for success of the multi-section course. Preparation of ABET materials is similarly a significant responsibility; a minimum contribution is to provide timely delivery of materials in association with the schedule that has been agreed upon.
2. **Research or other creative activities relevant to the institutional mission**, including scholarly publications, proposal and grant activity, support and advising of graduate students.
    - a. Promotion to Associate Professor requires a **faculty member to demonstrate a unique and scholarly expertise in their field**, and have activity that aligns with this professional direction. Evidence

- presented for promotion must include a research plan and alignment of the faculty member's activity with the plan.
- b. **A minimum requirement is evidence that the faculty member is establishing a reputation in their field;** the faculty member's portfolio should provide evidence that their research trajectory is building their own reputation in their field.
  - c. **Directing thesis committees.** A successful thesis advisor should provide evidence that they have purposefully and deliberately guided the student through the process. The quality of a master's thesis may vary due to circumstances beyond an advisor's (committee chair's) control, so documentation of the process is paramount to demonstrating success by the faculty member. Simply participating as an advisor is not sufficient; the advisor should play an active role in a student's research and through their efforts help students produce a greater impact in their research. Faculty advisors are responsible for providing guidance in an advisory role to identify a viable and suitable project, that resources are available to complete the project, and to provide timely feedback during all stages of the thesis including careful feedback on the student's thesis. Participation in the graduate program, especially by being a graduate student thesis advisor is strongly encouraged (departmental clarifications should comment on the graduate program and how faculty in the department can appropriately participate in the graduate program).
  - d. **Publications and patents** must be evaluated for their quality and impact; to inform this statement, departments as a part of refining the university criteria must provide recommendations for publication venues (journals and conferences) that are considered high value for the fields represented by the department. As a part of a review, department committees are expected to provide input on the quality of the journals and/or conferences present in a faculty member's reappointment package.
    - i. Mainstream journal articles or conference presentations are easier to assess since departments have the opportunity to provide input regarding conference quality and journal quality. More specialized outlets may be appropriate depending on the faculty member's area of expertise. In all cases, faculty should be able to defend the appropriateness and quality of the venues in which they publish. *Faculty for all publications must indicate their contribution to the publication and the types of collaboration with co-authors.* A faculty member's presentation at conferences should build their reputation and that of the university.
    - ii. Articles that are simply the result of student work in a class, with little faculty involvement by themselves do not indicate scholarly achievement; similarly, publications in low quality conferences are appropriate stepping stones to more prestigious publications recognized by their respective professional societies but are not significant in their own right. Articles where a faculty member provided critical and ongoing guidance to students are encouraged.
    - iii. Provisional patents are difficult to assess because they are not reviewed and may or may not indicate scholarly achievement. Individuals must provide sufficient information for reviewers to assess the importance of the provisional filing and the faculty member's contribution to the work.
    - iv. Patents that have been granted represent a more significant achievement and their importance may be assessed by the "use" of the patent.
    - v. Activity with industrial partners documented by how the activity has advanced the state of the art of the partner and/or how the activity has brought value to Florida Poly.
  - e. Proposal and grant application activity should be documented in a way that shows the contribution of the faculty member to the overall grant effort. Proposals should align with the department and/or institution research directions and be submitted according to standard and appropriate procedures. Collaborations both within Florida Poly and external to the university are strongly encouraged. **While there is no minimum standard for grant activity, for most of the fields represented at Florida Poly, strong participation and/or authorship in proposals is a requirement for promotion.** If the candidate belongs to a discipline where there is no funding opportunity, evidence of critical peer review must be

included in the candidate's publication record. Internally and externally funded grants, contracts, and awards are required to advance research agendas, and in all disciplines funding typically provides evidence of critical peer review. Therefore, candidates are strongly encouraged to provide evidence of applications to appropriate external funding opportunities. Funding history, prestige of the funding source(s), strenuousness of the peer review, oversubscription rate of the funding opportunity, size of the award, and impact on the productivity and quality of scholarship will be considered in the evaluation. On grants where multiple authors contribute, the candidate must provide an explanation of their technical contribution to the effort.

### 3. Service to external professional societies and contributions to the University and department.

- a. To achieve promotion, a faculty member must demonstrate that they are a contributing member of the university.
- b. Promotion to Associate Professor requires that a faculty member is contributing to their department and profession in a positive way.
- c. Simply being a member of a committee is not an indication of service contribution; a faculty member must provide evidence of how their effort provided value to the university. The service contribution must be appropriate to the co- or extra-curricular activity that the faculty member is an active advisor or participant.
- d. Service to one's professional society should be present and demonstrated in order to achieve promotion. For all faculty, using professional society service to build one's own reputation can be effective.

### 4. Overall recommendation

- a. Because Florida Poly has grown quickly and the demands placed upon faculty have included effort to build the institution, consideration of this effort is appropriate. Such consideration should be based on demonstrable evidence of contribution to advance teaching, research, or other significant institutional effort as it impacts time taken away from other areas. It is incumbent on the faculty member under review to provide a clear and honest presentation of the nature and impact of their contribution and how it is impactful for the institution. The overall evaluation of a faculty member must consider the long-term impact of a faculty member's efforts on the health of the institution and review committees must exercise judgement regarding this impact. In addition, consideration of the evidence provided in an individual's application should carefully consider the effect of the course load assigned to the faculty member, resource availability, faculty rank, and any other assigned university duties, when comparing faculty achievement for Florida Poly faculty to those at other institutions.
- b. Noting the statement above, individuals **must provide evidence of proficiency and accomplishment in teaching** in order to warrant recommendation for reappointment. Similarly, a faculty member **must provide a measure of effort and achievement in research** consistent with their assigned duties. Finally, the dossier must provide evidence of involvement in the university community with service or other activities that add value to the university community.
- c. Review committees must work carefully and confidentially, as they consider the reviews for faculty members and the committees must set aside personal relationships and consider the accomplishments of the faculty member being reviewed.

# University criteria for three-year reappointment of Assistant and Associate Professors

Spring Semester, 2020

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## Preamble:

Universities rely on the faculty to execute their core mission and each university takes particular pride in the quality of its faculty. At Florida Poly, we take great pride in our faculty. Setting high standards for faculty achievement as an important part of building and sustaining the institution to enable us to achieve our mission to “*Serve students and industry through excellence in education, discovery, and application of applied sciences and engineering.*”

A core component in developing a great faculty body is the faculty reappointment process. General criteria for reappointment that provides a three-year contract are set forth herein. Each academic department will provide clarifications to the criteria tailored to their discipline and the ways they can best serve the University’s mission.

The Collective Bargaining Agreement (CBA, section 6.5a) notes that Assistant Professors:

*May only be reappointed once and must apply for promotion no later than at the completion of six, fall to spring, academic years. However, if hired prior to June 1, 2017, such faculty must apply for promotion to Associate Professor no later than the last year of their three-year reappointment term.*

The reappointment review thus considers an Assistant Professor’s trajectory towards promotion; for Associate Professors the review does not have to consider the trajectory toward promotion but must consider the faculty member’s contributions based on the expectation of accomplishment for an Associate Professor.

The faculty handbook (section 4.2.2) sets minimum criteria for the faculty ranks (Assistant Professor, Associate Professor, and Professor). These criteria are organized to evaluate a faculty member based on his/her evidence of achievement in Instruction, Research or Scholarship, and Service. The faculty handbook sets minimum qualifications by rank and notes:

*The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field.*

The overall evaluation must consider the long-term impact of a faculty member’s efforts on the ability of the institution to execute its mission. Given the importance of excellence in education to the mission, faculty must provide evidence of accomplishment in teaching in order to warrant recommendation for reappointment. Faculty members must demonstrate achievement in research and scholarship consistent with their assigned duties. Faculty must also provide evidence of involvement in the university community with service or other activities that add value, commensurate with their assigned duties. Faculty members’ FARE forms should be used to determine assigned work duties. Finally, because Florida Poly has grown quickly, the evaluation will consider efforts to build the institution that are outside the typical scope of faculty responsibilities.

The following sections set institutional expectations in the areas of Teaching, Research and Scholarship, and Service for faculty reappointment for another three years for the Assistant and Associate ranks.

## University criteria for reappointment to a three-year term as Assistant Professor:

As noted in the collective bargaining agreement, a faculty member's demonstrated contribution to the institution is the basis for the recommendation to reappoint a faculty member. In all cases, the quality of the work done is an important factor in the reappointment decision. A faculty member's annual performance evaluation represents the outcome of a process that is not longitudinal in considering a faculty member's contribution to the institution and is therefore not sufficient to justify reappointment. The evaluation of a candidate must consider the assigned workload for the faculty member, including periods of the summer that are compensated, as the contributions to the three areas (instruction, scholarship or research, and service) are evaluated. Overall, the evaluation must consider the impact of the faculty member on the university community.

The faculty handbook notes: *"The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field."* For an Assistant Professor, the minimum qualifications are: *"Combination of appropriate scholarship and teaching ability commensurate with the university's mission and relevant academic discipline(s)."* The reappointment review must consider an Assistant Professor's trajectory towards promotion which must be achieved at the end of the three year appointment under consideration. For an Associate Professor the minimum qualifications are: *"a demonstrated record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university's mission and relevant academic discipline(s)."* The three areas (**instruction, scholarship or research, and service**) are listed below, along with a narrative that provides background on expectations for a faculty member seeking reappointment.

1. **Instruction**, including *regular classroom and laboratory teaching, laboratory / project based learning instruction, effective development/application of new instructional methods, new course development, directing thesis committees, and other instructional activities*. Each of these is discussed below after paragraphs a and b that provide a framework for consideration. **Note that it is not a criterion for reappointment to have activity in each of the areas.**
  - a. **A faculty member must clearly be contributing to the instructional mission**, by delivering their assigned courses, and also by contributing to the departmental and university educational mission. Instructional effectiveness will not be judged solely by Student Assessment of Instruction results or by the "D,F,W" rate. To demonstrate instructional effectiveness, faculty at the time of reappointment must show evidence that their teaching proficiency is sufficient that they can independently deliver their courses in a manner that is consistent, meets student learning outcomes, holds high academic standards while facilitating student success and that they are effective in the classroom. Student assessment of instruction results are insufficient (and indeterminate) to demonstrate instructional effectiveness. Evidence of meaningful collaboration with other faculty is an important factor to consider as well as sensible syllabus construction and campus presence consistent with the expectations for a full time faculty member. For multi-section courses, a requirement is positive and appropriate collaboration with other faculty to provide a consistent and high quality instructional experience for students. New course development must show not only that the course was developed but that the course was appropriate and executed effective learning outcomes consistent with the degree(s) supported by the course. Instruction is further considered following the standards presented in sections b-h and faculty are strongly encouraged to consider these items as they prepare their reappointment dossier.

- b. **The assigned instruction credit hours** are captured by FARE forms. Factors to consider in terms of “effort” are how many times the faculty member has delivered the class, the “efficiency” of the schedule for the faculty member in terms of how many course preparations are present in a semester, the amount of support provided for the delivery by student assistants (graduate or undergraduate) or technicians.
- c. **Regular classroom and laboratory teaching** – this includes, but is not limited to, teaching ‘core’ curriculum courses to standards established by the departments (includes courses with common exams or in ‘core’ of degree program) – a minimum requirement is: Appropriately professional *cooperation with co-instructors to deliver ALL materials in the syllabus and complete delivery of the course in a satisfactory manner.* For courses that are highly coordinated, faculty must carefully adhere to the common expectations of the course. The expectation is that all assessments required for that course (not just one of multiple sections) is present. Individual sections may vary in assessment outcome due to time offered, particular students population, or hurricane delays, however, instructors must cover ‘common’ material and explain raw assessment data from their section in a narrative. In a ‘common, multiple section course’ or ‘core’ course, failure to deliver all materials in the syllabus is cause for concern. Similarly, in single section courses, assessment materials should demonstrate that course delivery supported student learning outcomes and subjects defined for delivery in the syllabus.
- d. **Laboratory / project based learning instruction** and other instructional activities. Evidence must demonstrate that the instructional activity is well planned and the learning outcomes are achieved. A minimum requirement is that instructional materials are sufficiently complete and organized so that students can use them to achieve the learning outcomes for the activity.
- e. **Effective development/application of new instructional methods.** New pedagogical interventions should be supported by the literature and aligned with a reasonable rationale that justify the exploration/adoption of such technique. The university encourages new instructional methods, but not at the expense of learning outcomes; hence experimentation with new instructional techniques must be well coordinated with a chair and care taken to deliver all course topics. If an instructor chooses to implement a new teaching technique, they must be sure the course materials /topics in the syllabus are not compromised.
- f. **New course development.** This activity ranges from development of a new course for Florida Poly to significant redesign of an existing course where the instructor develops a substantial amount of material for the delivery of the course. Creating a significant volume of high quality new courses materials with appropriate assessment methods show exemplary effort on the part of the faculty. Delivering course materials consisting primarily of the publisher’s resources is deemed satisfactory. Random inclusion of course materials not aligned with the outcomes and subject matter of the course is deemed as unsatisfactory.
- g. **Other instructional activities.** These activities typically include, but are not limited to, course coordinator delivery of courses across multiple sections, preparation of ABET materials. Course coordinators for multi-section courses (lecture/lab) have the lead role in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics, etc.) with others, conducting weekly/bi-weekly course coordination meetings, coordinating availability of supplies , and collecting formal and informal feedback for instructors (who would be fulfilling roles as described in ‘part c’ of this item.) A minimum standard is to meet with faculty regularly to create an appropriate outcome and to provide an organizational framework for success of the multi-section course. Preparation of ABET materials is similarly a significant responsibility; a minimum contribution is to provide timely delivery of materials in association with the schedule that has been agreed upon.

2. **Research or other creative activities relevant to the institutional mission**, including scholarly publications, proposal and grant activity, support and advising of graduate students.
  - a. At the Assistant Professor level, **a faculty member should demonstrate that they are pursuing a research direction that has the potential to develop an expertise in their field**, and have activity that aligns with this professional direction. Evidence presented for a three-year review must include a research plan and alignment of the faculty member's activity with the plan.
  - b. **A minimum requirement is evidence of activity that will enhance the faculty member's reputation in their field**; the faculty member's portfolio should provide evidence that their research trajectory is building their own reputation in their field. In addition, the evidence should indicate that the faculty member is on a path to promotion in three years.
  - c. **Directing thesis committees.** A successful thesis advisor should provide evidence that they have purposefully and deliberately guided the student through the process. The quality of a master's thesis may vary due to circumstances beyond an advisor's (committee chair's) control, so documentation of the process is paramount to demonstrating success by the faculty member. Simply participating as an advisor is not sufficient; the advisor should play an active role in a student's research and through their efforts help students produce a greater impact in their research. Faculty advisors are responsible for providing guidance in an advisory role to identify a viable and suitable project, that resources are available to complete the project, and to provide timely feedback during all stages of the thesis including careful feedback on the student's thesis. Participation in the graduate program, especially by being a graduate student thesis advisor is strongly encouraged (departmental clarifications should comment on the graduate program and how faculty in the department can appropriately participate in the graduate program).
  - d. **Publications and patents** must be evaluated for their quality and impact; to inform this statement, departments as a part of refining the university criteria must provide recommendations for publication venues (journals and conferences) that are considered high value for the fields represented by the department. As a part of a review, department committees are expected to provide input on the quality of the journals and/or conferences present in a faculty member's reappointment package.
    - i. Mainstream journal articles or conference presentations are easier to assess since departments have the opportunity to provide input regarding conference quality and journal quality. More specialized outlets may be appropriate depending on the faculty member's area of expertise. In all cases, faculty should be able to defend the appropriateness and quality of the venues in which they publish. ***Faculty for all publications must indicate their contribution to the publication and the types of collaboration with co-authors.*** A faculty member's presentation at conferences should build their reputation and that of the university.
    - ii. Articles that are simply the result of student work in a class, with little faculty involvement by themselves do not indicate scholarly achievement; similarly, publications in low quality conferences are appropriate stepping stones to more prestigious publications recognized by their respective professional societies but are not significant in their own right. Articles where a faculty member provided critical and ongoing guidance to students are encouraged.
    - iii. Provisional patents are difficult to assess because they are not reviewed and may or may not indicate scholarly achievement. Individuals must provide sufficient information for reviewers to assess the importance of the provisional filing and the faculty member's contribution to the work.
    - iv. Patents that have been granted represent a more significant achievement and their importance may be assessed by the "use" of the patent.
    - v. Activity with industrial partners documented by how the activity has advanced the state of the art of the partner and/or how the activity has brought value to Florida Poly.

- vi. Proposal and grant application activity should be documented in a way that shows the contribution of the faculty member to the overall grant effort. Proposals should align with the department and/or institution research directions and be submitted according to standard and appropriate procedures. Collaborations both within Florida Poly and external to the university are strongly encouraged. **While there is no minimum standard for grant activity, no grant activity over a multi-year period is likely cause for concern.** Internally and externally funded grants, contracts, and awards are required to advance research agendas, and in all disciplines funding typically provides evidence of critical peer review. If the candidate belongs to a discipline where there is no funding opportunity, evidence of critical peer review must be included in the candidate's publication record. Therefore, candidates are strongly encouraged to provide evidence of applications to appropriate external funding opportunities. Funding history, prestige of the funding source(s), strenuousness of the peer review, oversubscription rate of the funding opportunity, size of the award, and impact on the productivity and quality of scholarship will be considered in the evaluation. On grants where multiple authors contribute, the candidate must provide an explanation of their technical contribution to the effort.
3. **Service to professional societies and contributions to the University and department.**
    - a. While there is no minimum standard, **no service activity of significance overall for a multi-year period is strong cause for concern.**
    - b. At the assistant professor level, service expectations are that a faculty member is contributing to their department and profession in a positive way.
    - c. Simply being a member of a committee is not an indication of service contribution; a faculty member must provide evidence of how their effort provided value to the university. The service contribution must be appropriate to the co- or extra-curricular activity that the faculty member is an active advisor or participant.
    - d. Service to one's professional society should start to be present at the three-year review level. For all faculty, using professional society service to build one's own reputation can be effective.
  4. **Overall recommendation**
    - a. Because Florida Poly has grown quickly and the demands placed upon faculty have included effort to build the institution, consideration of this effort is appropriate. Such consideration should be based on demonstrable evidence of contribution to advance teaching, research, or other significant institutional effort as it impacts time taken away from other areas. It is incumbent on the faculty member under review to provide a clear and honest presentation of the nature and impact of their contribution and how it is impactful for the institution. The overall evaluation of a faculty member must consider the long-term impact of a faculty member's efforts on the health of the institution and review committees must exercise judgement regarding this impact. In addition, consideration of the evidence provided in an individual's application should carefully consider the effect of the course load assigned to the faculty member, resource availability, faculty rank, and any other assigned university duties, when comparing faculty achievement for Florida Poly faculty to those at other institutions.
    - b. Noting the statement above, individuals **must provide evidence of proficiency and accomplishment in teaching** in order to warrant recommendation for reappointment. Similarly, a faculty member **must provide a measure of effort and achievement in research** consistent with their assigned duties. Finally, the dossier must provide evidence of involvement in the university community with service or other activities that add value to the university community.
    - c. Review committees must work carefully and confidentially, as they consider the reviews for faculty members and the committees must set aside personal relationships and consider the accomplishments of the faculty member being reviewed.

## University criteria for reappointment to a three year term as Associate Professor:

A “shortened” review is required for appointment renewal of Associate Professors with an appointment that is less than six years in length.

As noted in the collective bargaining agreement, a faculty member’s demonstrated contribution to the institution is the basis for the recommendation to reappoint a faculty member. In all cases, the quality of the work done is an important factor in the reappointment decision. A faculty member’s annual performance evaluation represents the outcome of a process that is not longitudinal in considering a faculty member’s contribution to the institution and is therefore not sufficient to justify reappointment. The evaluation of a candidate must consider the assigned workload for the faculty member, including periods of the summer that are compensated, as the contributions to the three areas (instruction, scholarship or research, and service) are evaluated. Overall, the evaluation must consider the impact of the faculty member on the campus.

The faculty handbook notes: *“The evaluation of teaching may include coursework and curriculum development; research may include traditional publication but may also include tech transfer and tech development activities, and/or leading edge practice in industrial or business organization; service should consider effort in support of both the institution and their respective field.”* For an Associate Professor the minimum qualifications are: *“a **demonstrated** record of scholarly activity, teaching, and, as appropriate, course and/or curriculum development commensurate with the university’s mission and relevant academic discipline(s).”* The three areas (**instruction, scholarship or research, and service**) are listed below, along with a narrative that provides background on expectations for a faculty member seeking reappointment.

1. **Instruction**, including *regular classroom and laboratory teaching, laboratory / project based learning instruction, effective development/application of new instructional methods, new course development, directing thesis committees, and other instructional activities*. Each of these is discussed below followed by paragraphs a and b that provide a framework for consideration. **Note that it is not a criterion for reappointment to have activity in each of the areas.**
  - a. **A faculty member must clearly be contributing to the instructional mission**, not only by delivering their assigned courses, but also by providing evidence that their contribution is greater than simple delivery of assigned courses. Instructional effectiveness will not be judged solely by Student Assessment of Instruction results or by the “D,F,W” rate. To demonstrate instructional effectiveness, faculty at the time of reappointment must show evidence that their teaching proficiency is sufficient that they can independently deliver their courses in a manner that is consistent, meets student learning outcomes, holds high academic standards while facilitating student success and that they are effective in the classroom. Student assessment of instruction results are insufficient (and indeterminate) to demonstrate instructional effectiveness. Evidence of meaningful collaboration with other faculty is an important factor to consider as well as sensible syllabus construction and campus presence consistent with the expectations for a full time faculty member. For multi-section courses, a requirement is positive and appropriate collaboration with other faculty to provide a consistent and high quality instructional experience for students. New course development must show not only that the course was developed but that the course was appropriate and executed effective learning outcomes consistent with the degree(s) supported by the course. Instruction is further considered following the standards presented in sections b-h and faculty are strongly encouraged to consider these items as they prepare their reappointment dossier.

- b. **The assigned instruction credit hours** are captured by FARE forms. Factors to consider in terms of “effort” are how many times the faculty member has delivered the class, the “efficiency” of the schedule for the faculty member in terms of how many course preparations are present in a semester, the amount of support provided for the delivery by student assistants (graduate or undergraduate) or technicians.
- c. **Regular classroom and laboratory teaching** – this includes, but is not limited to, teaching ‘core’ curriculum courses to standards established by the departments (includes courses with common exams or in ‘core’ of degree program) – a minimum requirement is: *Appropriately professional cooperation with co-instructors to deliver ALL materials in the syllabus and complete delivery of the course in a satisfactory manner; Associate Professors should naturally lead and must be strong team members in the delivery of multi section courses.* For courses that are highly coordinated, faculty must carefully adhere to the common expectations of the course and an Associate Professor’s experience should significantly benefit the delivery of the course. The expectation is that all assessments required for that course (not just one of multiple sections) are present. Individual sections may vary in assessment outcome due to time offered, particular students population, or hurricane delays, however, instructors must cover ‘common’ material and explain raw assessment data from their section in a narrative. In a ‘common, multiple section course’ or ‘core’ course, consistent failure to deliver all materials in the syllabus is an unacceptable result. Similarly, in single section courses, assessment materials should demonstrate that course delivery supported student learning outcomes and subjects defined for delivery in the syllabus. Associate professors are expected to operate independently and achieve high quality results.
- d. **Laboratory / project based learning instruction** and other instructional activities –Evidence must demonstrate that the instructional activity is well planned and the learning outcomes are achieved. A minimum requirement is that instructional materials are sufficiently complete and organized that students can use them to achieve the learning outcomes for the activity. Associate Professors should be capable of these types of activity with a high degree of independence.
- e. **Effective development/application of new instructional methods.** New pedagogical interventions should be supported by the literature and aligned with a reasonable rationale that justify the exploration/adoption of such technique. The university wants to encourage new instructional methods, but not at the expense of learning outcomes; hence experimentation with new instructional techniques must be well coordinated with a chair and care taken to deliver all course topics. Associate Professors should be capable of these types of activity with a high degree of independence. Note, if an instructor chooses to implement a new teaching technique, they must be sure the course materials /topics in the syllabus are not compromised.
- f. **New course development.** This activity ranges from development of a new course for Florida Poly to significant redesign of an existing course where the instructor develops a substantial amount of material for the delivery of the course. Creating a significant volume of high quality new courses materials with appropriate assessment methods show exemplary effort on the part of the faculty. Delivering course materials consisting primarily of the publisher’s resources is deemed satisfactory. Random inclusion of course materials not aligned with the outcomes and subject matter of the course is deemed as unsatisfactory. Associate Professors should be capable of these types of activity with a high degree of effectiveness and independence.
- g. **Other instructional activities.** **These activities typically include,** but are not limited to, course coordinator delivery of courses across multiple sections, preparation of ABET materials. Course coordinators for multi-section courses (lecture/lab) have the lead role in developing course materials, maintaining Canvas shell to share course materials (lectures, assignments, rubrics, etc.) with others, conducting weekly/bi-weekly course coordination meetings, coordinating availability of supplies , and

collecting formal and informal feedback for instructors (who would be fulfilling roles as described in 'part a' of this item.) A minimum standard is to meet with faculty regularly to create an appropriate outcome and to provide an organizational framework for success of the multi-section course. Preparation of ABET materials is similarly a significant responsibility; a minimum contribution is to provide timely delivery of materials in association with the schedule that has been agreed upon. An expectation for Associate Professors is that they provide appropriate leadership in course coordinator or ABET preparation roles.

2. **Research or other creative activities relevant to the institutional mission**, including scholarly publications, proposal and grant activity, support and advising of graduate students;
  - a. At the Associate Professor level, **a faculty member should provide evidence of an established and growing focused research presence** and have activity and results that aligns with this requirement.
  - b. Evidence presented for a three-year review must include a research plan and alignment of the faculty member's activity and accomplishments with the plan. When a faculty member applies for reappointment as an Associate Professor, they should provide evidence of activity and results consistent with building a reputation in their field. Associate Professor's must provide evidence that this activity has been established.
  - c. **Directing thesis committees.** A successful thesis advisor should provide evidence that they have purposefully and deliberately guided the student through the process. The quality of a master's thesis may vary due to circumstances beyond an advisor's (committee chair's) control, so documentation of the process is paramount. Simply participating as an advisor is not sufficient; the advisor should play an active role in a student's research and through their efforts help students produce a greater impact in their research. Faculty advisors are responsible for providing guidance in an advisory role to identify a viable and suitable project, that resources are available to complete the project, and to provide timely feedback during all stages of the thesis including careful feedback on the student's thesis. Participation in the graduate program, especially by being a graduate student thesis advisor is strongly encouraged (departmental clarifications should comment on the graduate program and how faculty in the department can appropriately participate in the graduate program). Associate Professors should be capable of these types of activity with a high degree of independence
  - e. **Publications and patents** must be evaluated for their quality and impact; to inform this statement, departments as a part of refining the university criteria must provide recommendations for publication venues (journals and conferences) that are considered high value for the fields represented by the department. As a part of a review, department committees are expected to provide input on the quality of the journals and/or conferences present in a faculty member's reappointment package. Articles where a faculty member provided critical and ongoing guidance to students are encouraged. An Associate Professor should contribute to research in a unique way where the value that they bring to individual or collaborative projects is easily identified.
    - i. Mainstream journal articles or conference presentations are easier to assess since departments have the opportunity to provide input regarding conference quality and journal quality. More specialized outlets may be appropriate depending on the faculty member's area of expertise. In all cases, faculty should be able to defend the appropriateness and quality of the venues in which they publish. Faculty for all publications must indicate their contribution to the publication and the types of collaborations with co-authors. A faculty member's presentation at conferences should build their reputation and that of the university.
    - ii. Articles that are simply the result of student work in a class, with little faculty involvement by themselves do not indicate scholarly achievement; similarly, publications in low quality local conferences are appropriate stepping stones to more prestigious publications recognized by their respective professional societies but are not significant in their own right.



- iii. Provisional patents are difficult to assess because they are not reviewed and may or may not indicate scholarly achievement. Individuals must provide sufficient information for reviewers to assess the importance of the provisional filing and the faculty member's contribution to the work.
- iv. Patents that have been granted represent a more significant achievement and their importance may be assessed by the "use" of the patent.
- v. Activity with industrial partners documented by how the activity has advanced the state of the art of the partner and/or how the activity has brought value to Florida Poly.
- vi. Proposal and grant application activity should be documented in a way that shows the contribution of the faculty member to the overall grant effort. Proposals should align with the department and/or institution research directions and be submitted according to standard and appropriate procedures. Collaborations both within Florida Poly and external to the university are strongly encouraged. **While there is no minimum standard for grant activity, no grant activity over a multi-year period is likely cause for concern.** Internally and externally funded grants, contracts, and awards are required to advance research agendas, and in all disciplines funding typically provides evidence of critical peer review. If the candidate belongs to a discipline where there is no funding opportunity, evidence of critical peer review must be included in the candidate's publication record. Therefore, candidates are strongly encouraged to provide evidence of applications to appropriate external funding opportunities. Funding history, prestige of the funding source(s), strenuousness of the peer review, oversubscription rate of the funding opportunity, size of the award, and impact on the productivity and quality of scholarship will be considered in the evaluation. On grants where multiple authors contribute, the candidate must provide an explanation of their technical contribution to the effort. Associate professors should provide leadership on some grant activity.

### 3. Service to external professional societies and contributions to the University and department.

- a. While there is no minimum standard, **no service activity of significance overall for a multi-year period is strong cause for concern.**
- b. At the associate professor level, service expectations are that a faculty member is contributing to their department and profession in a positive way and, where appropriate, takes a leadership role.
- c. Simply being a member of a committee is not an indication of service contribution; a faculty member must provide evidence of how their effort provided value to the university. The service contribution must be appropriate to the co- or extra-curricular activity that the faculty member is an active advisor or participant.
- d. Service to one's professional society should be easily identified for Associate Professors. For all faculty, using professional society service to build one's own reputation can be effective.

### 4. Overall recommendation

- a. Because Florida Poly has grown quickly and the demands placed upon faculty have included effort to build the institution, consideration of this effort is appropriate. Such consideration should be based on demonstrable evidence of contribution to advance teaching, research, or other significant institutional effort as it impacts time taken away from other areas. It is incumbent on the faculty member under review to provide a clear and honest presentation of the nature and impact of their contribution and how it is impactful for the institution. The overall evaluation of a faculty member must consider the long term impact of a faculty member's efforts on the health of the institution and review committees must exercise judgement regarding this impact. In addition, consideration of the evidence provided in an individual's application should carefully consider the effect of the course load assigned to the faculty member, resource availability, faculty rank, and any other assigned university duties, when comparing faculty achievement for Florida Poly faculty to those at other institutions. **At the Associate Professor**

**level, the expectation is that the faculty member is a strong contributor to the university and can perform their duties with a high degree of independence and quality.**

- b. Noting the statement above, individuals **must provide evidence of accomplishment in teaching in order to warrant recommendation for reappointment.** Similarly, a faculty member must provide a **measure of achievement in research that demonstrates reputation in their field consistent with their assigned duties.** Finally, the dossier must provide evidence of involvement in the university community with service or other activities that add value to the university community.
- c. Review committees must work carefully and confidentially, as they consider the reviews for faculty members and the committees must set aside personal relationships and consider the accomplishments of the faculty member being reviewed.



FLORIDA POLYTECHNIC  
UNIVERSITY

January 26, 2020

To: DSBA Committee for Departmental Clarifications of University Reappointment and Promotion Criteria (Dvorske, Centeno, Sanchez-Arias, Taj)

From: Terry Parker, Provost

Re: DSBA Reappointment and Promotion Clarifications.

I have received the clarifications from your committee and this memo formalizes my acceptance of these clarifications.

I have reviewed these clarifications carefully to ensure that the clarifications offered are indeed “clarifications” of the criteria set by the university. Within the Collective Bargaining Agreement (CBA), section 6.5(b) defines the clarifications.

Section 6.5(b)

*“Department Clarifications of University Criteria. The department clarifications shall flexibly define department criteria based upon the broader University criteria and:*

- 1. Be consistent with university requirements and faculty duty assignments;*
- 2. Be detailed enough that a reasonable professor should be informed about the performance or accomplishment expectations necessary to earn reappointment or promotion, assuming that the accomplishments are of sufficient quality, quantity, and consistency; and*
- 3. Identify some representative examples of the achievements or performance characteristics which, if the requirement or distinction were met, are appropriate comparisons for reappointment or promotion.”*

To ensure that the clarifications for all departments are used in a manner that consistent with the contract, i.e. as clarifications to university criteria, I will add the following Header at the start of each department’s clarification document:

**University criteria** set an overall set of guidelines for all faculty at Florida Poly for reappointment and promotion.

**Department clarifications** are used to “define department criteria based upon the broader University criteria.”

**Reappointment and/or promotion consideration** must therefore rely on both documents, noting that department clarifications must be “consistent with university requirements,” where the requirements are laid out in the university criteria.

Thanks you for the effort in putting together the departmental clarifications.



TO: Dr. Terry Parker, Provost & Executive Vice President for Academic Affairs

FR: Dr. Tom Dvorske, Vice Provost Academic Affairs

DT: January 10, 2020

RE: Department Clarifications to University Criteria for Reappointment and Promotion

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This memo formally transmits the results of the Department's vote on its clarifications to University Criteria for Reappointment and Promotion for 2019-2020.

Department of Data Science and Business Analytics: Approved: 6 to 1.

Approved Clarifications are included below.

Cc:  
Drs. Centeno, Taj, Sanchez-Arias

Addendum, Jan 31, 2020

**University criteria** set an overall set of guidelines for all faculty at Florida Poly for reappointment and promotion.

**Department clarifications** are used to "define department criteria based upon the broader University criteria."

**Reappointment and/or promotion consideration** must therefore rely on both documents, noting that department clarifications must be "consistent with university requirements," where the requirements are laid out in the university criteria.

*(See CBA 6.5(b))*

Clarifications to University Criteria for  
Reappointment & Promotion – All Ranks, Proposed for Spring Semester 2020  
Draft Date(s): 2019/12/10

### Committee Members

Committee Chair	Dr. Tom Dvorske
Department Chair/Division Director	Dr. Shahram Taj
Department Faculty, or Chair	Dr. Grisselle Centeno
Department Faculty	Dr. Reinaldo Sanchez-Arias

## Clarifications for Reappointment for Assistant Professor

### 1. Instruction

#### a. Contribution to Instructional Mission

*The following are indicators that create concern for reappointment:*

- *Multiple terms (2+) of low student evaluations results, e.g. one or more points below the university mean. Faculty should address these concerns in the faculty portfolio*
- *Missing important university deadlines, such as an ongoing failure to meet final grades due dates, textbook adoption, syllabus submission.*
- *Repeated failure to measure course learning outcomes*

#### b. Assigned Instruction Credit Hours (Effort)

*As needed, faculty member may describe the effort required by discussing the following elements:*

- *Class headcount*
- *Student credit hours delivered*
- *Number of preparations*
- *Course level*
- *Type of course (new course, new preparation, complexity and novelty of the topic, design) and relative support via student educational assistants, graduate students, or laboratory technicians*

#### c. Regular Classroom and Laboratory Teaching (includes Coordination)

*Teaching proficiency refers to the alignment between course learning outcomes and assessments to test those outcomes. Faculty is encouraged to:*

- *Demonstrate delivery of required content*
- *Demonstrate assessment of course outcomes*
- *Ongoing successful departmental syllabus reviews (repeated revise and resubmits are cause for concern)*
- *Analysis of student evaluation of instruction, with an emphasis on thoughtful reflection of strength, weaknesses, and opportunities for improvements. It is particularly important to address identified issues/concerns over time.*

#### d. Laboratory/Project-Based Learning/Instructional Activities (Planning)

#### e. Development/Application of New Methods

#### f. New Course Development

*Significant weight will be placed on the development of courses that address state-of-the-art topics in a field relevant to the department's mission.*

#### g. Other Instructional Activities

*This category also considers facilitating interactions between professional/practitioners and students; organizing cite visits; hosting guest speakers; hosting executives in reviewing and/or judging students' projects; Development and/or delivery of workshops to industry, government, schools, and universities or any other efforts that support course learning objectives.*

*Additional sub-categories include:*

- i. **Academic advising/mentoring** – E.g. serving as faculty advisor to student professional clubs, groups and honor societies, adherence to institutional guidelines associated with such advising; Adherence to department's academic standards and expectations for advising; mentoring students who are preparing for academic competitions.
- ii. **Professional development to support teaching/learning** - E.g. organizing or participating in conferences, training, workshop that promote enhancement of teaching effectiveness.
- iii. **Awards/recognitions (List all Teaching contribution awards, distinctions etc. by professional, university and civic organizations and year received.)**

## 2. Research & Scholarship

- a. Pursuing a direction with potential for developing expertise

*Evidence includes a research plan and activities that align with it. Such a statement should include field(s) of interest, targeted outlets such as conferences, publications, and funding programs that relate to the identified fields.*

- b. Evidence of activity that will enhance reputation in field

- c. Directing Thesis Committees

*Faculty should document student progress on their research (e.g. committee formation, topic proposal approval, knowledge dissemination plans)*

*Include participation in graduate committees (i.e., internal, external to the department or the university) and your role. Also, provide evidence of timely supervision for the progress of the project list any publications or products as a result of those efforts.*

- d. Publications and Patents

*Candidate should define significance of journal and/or publisher with respect to the field of expertise. Research in an area of expertise related to department's mission and programs is expected. Recognition could be numbers of citations, readings in outlets such as Google Scholar, arXiv, ResearchGate, and similar.*

*Under this category, faculty is encouraged to also disclose:*

- *Significant on-going research efforts and collaborations— e.g. membership to research centers; collaboration with research groups at Florida Poly or at other organizations (list project mission, collaborators and your role), software development and contribution to open source projects)*
- *Awards and Recognitions -- Research contribution prizes and awards by professional, university and national organizations (e.g. best paper award, best poster presentation, outstanding research contribution, Keynote presentations, invited talks, and other talks at conferences or external to Florida Poly)*

- i. Articles, Conferences

*Demonstrated evidence of some level of independent research aligned with both the applicant's research expertise and the department's mission is highly valued. Collaboration with internal and external peers is encouraged. Faculty is expected to describe their specific contribution.*

- ii. Student collaborations

*Writing/publishing materials with students (mentees), is deemed as both a research and a mentoring activity. When students carry the bulk of the work, listing them as first authors is a good practice. Faculty should demonstrate their contribution to the project.*

- iii. Provisional Patents
- iv. Use of Patent
- v. Industrial Partner Activity
- vi. Proposal/Grant Activity

### 3. Service

*Under this category, faculty is encouraged to also disclose: community service – e.g. Advisory Board, Philanthropic events, fundraising events*

a. Service activity

*List committees and describe your role - membership in the faculty representative council or equivalent, search committees, steering committees such as strategic planning, policy boards and commencement exercises. Organizing/leading summits, symposiums, workshops or community engagement events. Representing the University in regional, national or international alliances with other organizations or universities. Participation in recruitment, outreach, public relations or marketing of program/University.*

b. Departmental service

*List committees and describe your role, e.g. search committees, curriculum committees, strategic planning, faculty development.*

c. Evidence of contribution

*List committees and describe your role, e.g. search committees, curriculum committees, strategic planning, faculty development.*

d. Professional society service

*Leadership role in professional societies, review/edit of academic journal papers, participating as reviewer for funding agencies (e.g. NSF, NIH, FDOT), serving as Faculty Liaison for the consortium or cooperative initiatives with academics, industry, government or non-profits (e.g. member of advisory board)*

**Notable Distinction:**

DSBA endorses its faculty to participate in professional consulting. Expectations are as follows:

***Professional Consulting***

- a. Consulting with academics, industry, government or non-profits on professional matters (compensated or not) related to scholarly expertise: describe your role, participation and how it relates to the advancement of the DSBA department and/or the University. Consulting work must be in compliance with University regulation [FPU-6.001 Outside Employment and Outside Activities](#), and approved by Department Chair and Provost prior to start of engagement.

# Clarifications for *Promotion* to Associate Professor

## 1. Instruction

### a. Contribution to Instructional Mission

*The following are indicators that create concern for reappointment:*

- *Multiple terms (2+) of low student evaluations results, e.g. one or more points below the university mean. Faculty should address these concerns in the faculty portfolio*
- *Missing important university deadlines, such as an ongoing failure to meet final grades due dates, textbook adoption, syllabus submission.*
- *Repeated failure to measure course learning outcomes*

### b. Assigned Instruction Credit Hours (Effort)

*As needed, faculty member may describe the effort required by discussing the following elements:*

- *Class headcount*
- *Student credit hours delivered*
- *Number of preparations*
- *Course level*
- *Type of course (new course, new preparation, complexity and novelty of the topic, design) and relative support via student educational assistants, graduate students, or laboratory technicians*

### c. Regular Classroom and Laboratory Teaching (includes Coordination)

*Teaching proficiency refers to the alignment between course learning outcomes and assessments to test those outcomes. Faculty is encouraged to:*

- *Demonstrate delivery of required content*
- *Demonstrate assessment of course outcomes*
- *Ongoing successful departmental syllabus reviews (repeated revise and resubmits are cause for concern)*
- *Analysis of student evaluation of instruction, with an emphasis on thoughtful reflection of strength, weaknesses, and opportunities for improvements. It is particularly important to address identified issues/concerns over time.*

### d. Laboratory/Project-Based Learning/Instructional Activities (Planning)

### e. Development/Application of New Methods

### f. New Course Development

*Significant weight will be placed on the development of courses that address state-of-the-art topics in a field relevant to the department's mission.*

### g. Other Instructional Activities

*This category also considers facilitating interactions between professional/practitioners and students; organizing site visits; hosting guest speakers; hosting executives in reviewing and/or judging students' projects; Development and/or delivery of workshops to industry, government, schools, and universities or any other efforts that support course learning objectives.*

*Additional sub-categories include:*

- i. **Academic advising/mentoring** – *E.g. serving as faculty advisor to student professional clubs, groups and honor societies, adherence to institutional guidelines associated with such advising; Adherence to department's academic standards and expectations for advising; mentoring students who are preparing for academic competitions.*
- ii. **Professional development to support teaching/learning** - *E.g. organizing or participating in conferences, training, workshop that promote enhancement of teaching effectiveness.*
- iii. **Awards/recognitions (List all Teaching contribution awards, distinctions etc. by professional, university and civic organizations and year received.)**



***An expectation for promotion to Associate Professor is that the applicant has demonstrated leadership in course coordination and curriculum assessment.***

## 2. Research & Scholarship

a. Pursuing a direction with potential for developing expertise

*Evidence includes a research plan and activities that align with it. Such a statement should include field(s) of interest, targeted outlets such as conferences, publications, and funding programs that relate to the identified fields.*

b. Evidence of activity that will enhance reputation in field

c. Directing Thesis Committees

*Faculty should document student progress on their research (e.g. committee formation, topic proposal approval, knowledge dissemination plans)*

*Include participation in graduate committees (i.e., internal, external to the department or the university) and your role. Also, provide evidence of timely supervision for the progress of the project list any publications or products as a result of those efforts.*

d. Publications and Patents

*Candidate should define significance of journal and/or publisher with respect to the field of expertise. Research must be in an area of expertise related to department's mission and programs. Recognition could be numbers of citations, readings in outlets such as Google Scholar, arXiv, ResearchGate, and similar.*

*Under this category, faculty is encouraged to also disclose:*

- *Significant on-going research efforts and collaborations— e.g. membership to research centers; collaboration with research groups at Florida Poly or at other organizations (list project mission, collaborators and your role), software development and contribution to open source projects)*
- *Awards and Recognitions -- Research contribution prizes and awards by professional, university and national organizations (e.g. best paper award, best poster presentation, outstanding research contribution, Keynote presentations, invited talks, and other talks at conferences or external to Florida Poly)*

i. Articles, Conferences

*Demonstrated evidence of some level of independent research aligned with both the applicant's research expertise and the department's mission is highly valued. Collaboration with internal and external peers is encouraged. Faculty is expected to describe their specific contribution.*

ii. Student collaborations

*Writing/publishing materials with students (mentees), is deemed as both a research and a mentoring activity. When students carry the bulk of the work, listing them as first authors is a good practice. Faculty should demonstrate their contribution to the project.*

iii. Provisional Patents

iv. Use of Patent

v. Industrial Partner Activity

vi. Proposal/Grant Activity

***An expectation for promotion is that the candidate has demonstrated research efforts that grow the visibility of the department.***

## 3. Service

*Under this category, faculty is encouraged to also disclose: community service – e.g. Advisory Board, Philanthropic events, fundraising events*

- a. Service activity  
*List committees and describe your role - membership in the faculty representative council or equivalent, search committees, steering committees such as strategic planning, policy boards and commencement exercises. Organizing/leading summits, symposiums, workshops or community engagement events. Representing the University in regional, national or international alliances with other organizations or universities. Participation in recruitment, outreach, public relations or marketing of program/University.*
- b. Departmental service  
*List committees and describe your role, e.g. search committees, curriculum committees, strategic planning, faculty development.  
Successful mentorship of junior faculty is highly regarded.*
- c. Evidence of contribution  
*List committees and describe your role, e.g. search committees, curriculum committees, strategic planning, faculty development.*
- d. Professional society service  
*Leadership role in professional societies, review/edit of academic journal papers, participating as reviewer for funding agencies (e.g. NSF, NIH, FDOT), serving as Faculty Liaison for the consortium or cooperative initiatives with academics, industry, government or non-profits (e.g. member of advisory board)*

***An expectation for promotion is that the candidate has demonstrated appropriate leadership in more than one way during the evaluated period (e.g. recruiting, mentoring, marketing, committee participation).***

#### **Notable Distinction for DSBA:**

DSBA endorses its faculty to participate in professional consulting (e.g., with academics, industry, government or non-profits on professional matters related to scholarly expertise) that promotes the department visibility. If the applicant decides to disclose consulting activities for consideration to promotion, applicant must describe their role, participation and how it has contributed to the advancement of the DSBA department and/or the University. (Note: Consulting work must be in compliance with University regulation [FPU-6.001 Outside Employment and Outside Activities](#), and approved by Department Chair and Provost prior to the start of engagement)

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## 1. Instruction

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### d. Laboratory/Project-Based Learning/Instructional Activities (Planning)

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*An expectation for Associate Professors is that they demonstrate appropriate leadership in course coordination and curriculum assessment.*

## 2. Research & Scholarship

- a. Pursuing a direction with potential for developing expertise

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*Candidate should define significance of journal and/or publisher with respect to the field of expertise. Research must be in an area of expertise related to department's mission and programs. Recognition could be numbers of citations, readings in outlets such as Google Scholar, arXiv, ResearchGate, and similar.*

*Under this category, faculty is encouraged to also disclose:*

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- *Awards and Recognitions -- Research contribution prizes and awards by professional, university and national organizations (e.g. best paper award, best poster presentation, outstanding research contribution, Keynote presentations, invited talks, and other talks at conferences or external to Florida Poly)*

- i. Articles, Conferences

*Demonstrated evidence of some level of independent research aligned with both the applicant's research expertise and the department's mission is expected. Collaboration with internal and external peers is encouraged. Faculty is expected to describe their specific contribution.*

*Associate professors are expected to submit at least one quality manuscript per year, and present scholarly work in at least one annual professional (national/international) conference.*

- ii. Student collaborations

*Writing/publishing materials with students (mentees), is deemed as both a research and a mentoring activity. When students carry the bulk of the work, listing them as first authors is a good practice. Faculty should demonstrate their contribution to the project.*

- iii. Provisional Patents

- iv. Use of Patent

- v. Industrial Partner Activity

- vi. Proposal/Grant Activity

*An expectation for Associate Professors is that they lead research efforts that grow the productivity and visibility of the department.*

### 3. Service

*Under this category, faculty is encouraged to also disclose: community service – e.g. Advisory Board, Philanthropic events, fundraising events*

**a. Service activity**

*List committees and describe your role - membership in the faculty representative council or equivalent, search committees, steering committees such as strategic planning, policy boards and commencement exercises. Organizing/leading summits, symposiums, workshops or community engagement events. Representing the University in regional, national or international alliances with other organizations or universities. Participation in recruitment, outreach, public relations or marketing of program/University.*

**b. Departmental service**

*List committees and describe your role, e.g. search committees, curriculum committees, strategic planning, faculty development.*

*Successful mentorship of junior faculty is highly regarded.*

**c. Evidence of contribution**

*List committees and describe your role, e.g. search committees, curriculum committees, strategic planning, faculty development.*

**d. Professional society service**

*Leadership role in professional societies, review/edit of academic journal papers, participating as reviewer for funding agencies (e.g. NSF, NIH, FDOT), serving as Faculty Liaison for the consortium or cooperative initiatives with academics, industry, government or non-profits (e.g. member of advisory board)*

***An expectation for Associate Professors is that they demonstrate appropriate leadership in more than one way during the evaluated period (e.g. recruiting, mentoring, marketing, committee participation).***

**Notable Distinction:**

DSBA endorses its faculty to participate in professional consulting. Expectations are as follows:

***Professional Consulting***

- a. Consulting with academics, industry, government or non-profits on professional matters (compensated or not) related to scholarly expertise: describe your role, participation and how it relates to the advancement of the DSBA department and/or the University. Consulting work must be in compliance with University regulation [FPU-6.001 Outside Employment and Outside Activities](#), and approved by Department Chair and Provost prior to start of engagement.*

# Clarifications for *Promotion* to Full Professor

Clarifications Reappointment for Full Professor