



**Table of Contents: Electrical & Computer Engineering Reappointment**

Criteria for promotion to Associate Professor..... **2**

University reappointment criteria ..... **8**

Acceptance memo from Provost ..... **19**

Transmittal memo from Vice Provost and clarifications ECE ..... **20**

# University criteria for promotion from Assistant to Associate Professor

Spring Semester, 2020

## Table of Contents

Preamble: .....	2
University criteria for promotion to Associate Professor: .....	3
1. Instruction .....	3
2. Research or other creative activities relevant to the institutional mission .....	4
3. Service to external professional societies and contributions to the University and department. ....	6
4. Overall recommendation .....	6

## 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 **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

## Table of Contents

Preamble: .....	2
University criteria for reappointment to a three-year term as Assistant Professor: .....	3
1. Instruction .....	3
2. Research or other creative activities relevant to the institutional mission .....	5
3. Service to professional societies and contributions to the University and department. ....	6
4. Overall recommendation .....	6
University criteria for reappointment to a three year term as Associate Professor: .....	7
1. Instruction .....	7
2. Research or other creative activities relevant to the institutional mission .....	9
3. Service to external professional societies and contributions to the University and department. ....	10
4. Overall recommendation .....	10



## 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: Electrical and Computer Engineering Committee for Departmental Clarifications of University Reappointment and Promotion Criteria (Dvorske, Rashid, Toker, Chintakunta)

From: Terry Parker, Provost

Re: Electrical and Computer Engineering 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.

Thank 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 **UPDATED January 21, 2020**

RE: Department Clarifications to University Criteria for Reappointment and Promotion

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This update reflects one correction to the January 10th draft, specific to Research, section 2.d.i. (second bullet), where it removes a specific web address to determine journal impact factor and instead asks faculty to provide such information if applicable/available. The remaining clarifications are unchanged.

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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 Electrical and Computer Engineering: Approved: 13 – 3.

Approved Clarifications are included below.

Cc:  
Drs. Rashid, Toker, Chintakunta

*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): 12/12/2019; 01/02/2020; 01/22/2020 (change to  
2.d.i.2nd bullet only)

Committee Members

Committee Chair	Tom Dvorske
Department Chair/Division Director	Muhammad Rashid
Department Faculty, or Chair	Onur Toker
Department Faculty	Harish Chintakunta

## Clarifications for Reappointment for Assistant Professor

Candidates must demonstrate achievement consistent with university criteria and evidence of a plan for growth that is consistent with prospective achievement at an associate professor level.

### 1. Instruction

#### a. Contribution to Instructional Mission

- Evidence of clear, coherent course delivery; relevant documentation includes course syllabi and samples of instructional materials, such as assignment instructions, tests, lecture notes, Canvas materials, manuals, lab books, software, laboratory facilities.
- For multi-section courses, evidence of collaboration with course coordinators and other faculty to deliver all topics identified in the syllabus and complete delivery of the course so as to support all student learning outcomes
  - Common Course coordinator: manages canvas course shell; should set agenda for term meeting (including biweekly meetings), timelines for completion of instructional and exam materials, assignments to other instructors as appropriate to rank/role (i.e., adjunct, assistant, associate, full) taking care not to assign all work to other instructors, but taking primary responsibility for course content and appropriately calibrated work distribution;
  - Common Course contributor: strives to attend all meetings, abides by agreed upon elements of course, completes work assignments in a timely fashion in order to share with group for feedback and decisions; work delivered is useable in the course; delivers test and test prep in accordance with common sections ensuring no section attains an advantage over another.
  - Whether coordinator or contributor, all faculty demonstrate availability and alignment on delivery of content, exams, standards, and grading as appropriate
- Student evaluation of instruction, with an emphasis on thoughtful reflection of strengths, weaknesses and opportunities for improvement. Particularly notable is how identified issues are addressed over time.
- Evidence of meaningful contribution to student learning outcome assessment and evidence of its impact on student learning.
- Continuous improvement plan that addresses the outcomes of 80% of students achieving 70% or higher in each learning outcome and other issues such as DFW rates or student progress.
- Set a continuous improvement plan
- Faculty must provide evidence of quality and outcome achievement.
- Provide evidence to demonstrate that the assessment tools are appropriate to the taxonomy levels assigned to the course learning outcomes in the syllabus.

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

Effort should be viewed holistically. No single measure is sufficient to express effort required. Thus, as needed, the faculty member may elect to characterize the effort required by including discussion around any, but not limited to, the following elements:

- Class headcount
- SCHs delivered
- No. of preparations
- Level of course
- Type of course (lecture, lab, combination, design) and relative support via student educational assistants, graduate students, or laboratory technicians.

Strong evidence of the following is encouraged:

- Availability in the campus for interaction and collaboration with students and other faculty members.
- Office hours beyond the minimum required
- Number of organizing help and tutoring sessions.

**c. Regular Classroom and Laboratory Teaching (includes Coordination)—this focuses primarily on delivery and execution of regular classroom curricula.**

Strong consideration is given to the following:

- Demonstrated delivery of required content;
- Demonstrated assessment of course outcomes;
- Demonstrated completion of course folders;
  - Persistent failure to deliver on these items is cause for concern as is persistent isolated lapses; occasional lapses are acceptable.
- Demonstrate sufficient level and depth of student activity during the course.
- Course Memos and assessments should include focus on course strengths, weaknesses, and areas of improvement for the course.
- Ensuring uniform standards in multi-section courses: collaboration with other faculty members minimizes variations due to a course taught by different faculty members.
- Foresight and problem-solving when dealing with missed or lost class time and/or support for colleagues in similar situations.

**d. Laboratory/Project-Based Learning/Instructional Activities (Well-planned) —this focuses on delivery and execution of laboratory and project-based courses or activities.**

- Week by week activities and pre-lab assignments
- List of challenging open-ended labs and project-based learning
- Integrating the applications of computer software tools and lab/design verifications.
- Development of quality and challenging laboratory exercises, minimizing the cookbook type lab work or lab sheets.

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

- Stronger consideration is given to faculty who coordinate this effort with the Department Chair.

- Demonstrating effectiveness of new (to this instructor) instructional methods and their effectiveness in student learning and outcomes.
- Demonstrating the full coverage of the course syllabus
- Using of learning management system, e.g. CANVAS for course management and assessments.

**f. New Course Development**

- Faculty should demonstrate sufficient breadth and depth of knowledge to offer the scope of curriculum and expand in areas of needs, demand, and opportunity.

**g. Other Instructional Activities**

Strong consideration is given where faculty demonstrate any of the following:

- Contributing to the departmental, theme “ we know what we do, we do it well and we can prove it”
- Serving on ABET committees, participating in CAB meetings, site-visits, and supporting other critical program accreditation needs.
- Efficiency of completing the course folders promptly and diligently.
- Documented course folders to demonstrate the achievement of student learning outcomes and student outcomes for ABET accreditation.
- Attempts to enhance teaching effectiveness through institutional resources.
- Participates voluntarily in professional development activities to improve teaching quality and flexibility.
- Teaching awards or honors that reflect a high caliber of performance.
- Leadership evident in the promotion of high quality teaching and course improvement/development in the department.

## 2. Research & Scholarship

**a. Pursuing a direction with potential for developing expertise**

- Developing research direction that has the potential to develop an expertise within the scope of the IEEE.
- Listing the primary area and the secondary potential expert areas of research that falls within the 39 IEEE professional societies.

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

- Research plans should include field(s) of interest, targeted outlets such as conferences, publications, and funding programs that relate to the fields identified, and so on.
- Demonstrate progress specific to activity on the research plan.

**c. Directing Thesis Committees**

It is incumbent on the faculty member to document that they are facilitating student progress on their research. At a minimum faculty should show the forms associated with committee formation and topic proposal approval. Additional documentation includes sample periodic status reports; notable evidence includes products resulting from thesis/project work (e.g. conference paper/presentation, software program delivered, etc.).

In short,

- What and how mentoring was done to serve as a model of guiding through the process?
- What is the quality and the outcome(s) of the thesis?
- What is the faculty’s effort toward placement of graduates and building a community of alumni.

#### d. Publications and Patents

- The faculty member can also use quality indicators as evidence of quality publications such as acceptance rate, impact factor, organizing society, publisher, number of reviews, the number of years the conference is being organized or any other indicators as deemed appropriate. The quality that would depend on the quality indicators must be documented.

##### i. Articles, Conferences

- Some examples of good venues of publications are: Journals and conferences affiliated with IEEE, IET, ACM, ASEE, Elsevier, Springer, Oxford press, Cambridge Univ press, Taylor & Francis, OSA.
- Include the ranking of each publication if applicable and available.
- Identifying the total Google citations of publications and the citations of individual publications.
- Publications in collaboration with Florida Polytechnic University students will be given higher weightage.
- It is contingent on the faculty member to characterize their contribution in publications.

##### ii. Student collaborations

- A statement for each article if the article is simply the result of student work in a class or with students working on a research project. Note that the result of student work in a class, with little faculty involvement, does not indicate scholarly achievement.
- If possible include the ranking of all publications if available. Note that 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

##### iv. Use of Patent

- Patents, as they cannot be evaluated, are not considered for promotion. The only exception is where a patent has been commercialized and proven to have market-value. Patents, in order to count, must go through University processes and follow university policy.

##### v. Industrial Partner Activity

##### vi. Proposal/Grant Activity

- For PI or Co-PI of a funded project, identify the faculty member's contribution to the project.
- Apart from the fund received from a funded project, identify the impact on the productivity and quality of scholarship for enhancing the scholarly activities.
- For PI or Co-PI of an unfunded grant proposal, identify the faculty member's contribution to the project and the potential impacts on the productivity and quality of scholarship.
- For PI or Co-PI of a submitted grant proposal, identify the potential impact on the productivity and quality of scholarship for enhancing the scholarly activities.
- A statement of major leading role as a PI in a multi-authored grant proposal either funded or unfunded.
- Evidence of playing a major leading role as a PI in a multi-authored grant proposal either funded or unfunded. Being a PI in itself is not sufficient; there should be evidence showing the PIs role as leader.

### 3. Service

Strong consideration is given to department-clarified areas.

#### a. Service activity

- Voluntarily willing to serve the department, program and the university.



**b. Departmental service**

- It is encouraged to go beyond the minimum to promote the program and the department, including outside of Florida Poly.

**c. Evidence of contribution**

- Providing a statement of role for each activity and provide details of how the faculty member's effort provided value to the program, department, and the university.

**d. Professional society service**

- Societies include IEEE, IEEE professional societies, ASEE and other professional societies.
- A statement of how the membership benefits the faculty members for professional development and promoting the university.
- List of types of professional services and involvement with professionals in the faculty member's discipline.
- Serving as an office-bearer or student advisor at university, local, regional, national and international levels.

#### 4. Overall recommendation

- Overall, the faculty member should consider how their effort provides beneficial long-term impact on the health of the program, the department, and Florida Poly.

# Clarifications for *Promotion* to Associate Professor

Candidate must demonstrate evidence of achievement in each of the areas—instruction, research/scholarship, and service for consideration for promotion. In addition to the clarifications stated for the assistant-level, the following clarifications apply for consideration for promotion to Associate Professor:

## 1. Instruction

- a. Contribution to Instructional Mission
  - A stronger emphasis should be placed on evidence from multiple sources of quality of instructional delivery and student outcomes. Overall, instructional contributions should clearly raise the complexity of student achievement to be successful at the next level in the curriculum.
- b. Assigned Instruction Credit Hours (Effort)
- c. Regular Classroom and Laboratory Teaching (includes Coordination)—this focuses primarily on delivery and execution of regular classroom curricula.
- d. Laboratory/Project-Based Learning/Instructional Activities (Well-planned)—this focuses on delivery and execution of laboratory and project-based courses or activities;
- e. Development/Application of New Methods—the expectation is that the candidate can provide a clear rationale, foundational research, methodology, clear assessment of evidence and lessons learned from new methods employed as part of a detailed reflective practice.
- f. New Course Development
- g. Other Instructional Activities

## Research & Scholarship

- a. Pursuing a direction with potential for developing expertise: must be in a focused area within the field or discipline.
- b. Evidence of activity that will enhance reputation in field
- c. Directing Thesis Committees
- d. Publications and Patents
  - i. Articles, Conferences
  - ii. Student collaborations
  - iii. Provisional Patents
  - iv. Use of Patent
  - v. Industrial Partner Activity
  - vi. Proposal/Grant Activity. Candidate must have submitted at least one full proposal as sole PI.

## 2. Service

- a. Service activity
- b. Departmental service
- c. Evidence of contribution
- d. Professional society service

## 3. Overall Recommendation

- a. Institutional (startup) adjustment
- b. Must provide evidence of proficiency and accomplishment in teaching / measure of effort and achievement in research / evidence of involvement in service.
- c. Committee must set aside relationships and consider accomplishments.



# Clarification for Reappointment for Associate Professor

NOTE: The departmental reappointment clarifications for assistant professors are also applicable to the reappointment of associate professors.

Additionally, candidates for reappointment at the Associate Professor Rank must continue to demonstrate achievement in and continued plan for achievement in each of the areas for consideration—teaching, research, and service.

## 1. Instruction

- a. Contribution to Instructional Mission
- b. Assigned Instruction Credit Hours (Effort)
- c. Regular Classroom and Laboratory Teaching (includes Coordination)—this focuses primarily on delivery and execution of regular classroom curricula.
- d. Laboratory/Project-Based Learning/Instructional Activities (Well-planned)—this focuses on delivery and execution of laboratory and project-based courses or activities;
- e. Development/Application of New Methods
- f. New Course Development:
- g. Other Instructional Activities

## 2. Research & Scholarship

- a. Pursuing a direction with potential for developing expertise
- b. Evidence of activity that will enhance reputation in field
- c. Directing Thesis Committees
- d. Publications and Patents
  - i. Articles, Conferences
  - ii. Student collaborations
  - iii. Provisional Patents
  - iv. Use of Patent
  - v. Industrial Partner Activity
  - vi. Proposal/Grant Activity

## 3. Service

- a. Service activity
- b. Departmental service
- c. Evidence of contribution
- d. Professional society service

## 4. Overall Recommendation

- a. Institutional (startup) adjustment
- b. Must provide evidence of proficiency and accomplishment in teaching / measure of effort and achievement in research / evidence of involvement in service.
- c. Committee must set aside relationships and consider accomplishments.



# Clarifications for Promotion to Full Professor

# Clarifications Reappointment for Full Professor