

## **Appointment and Promotion of Full-Time Instructors**

### **College of Business**

The purpose of this document is to “... provide a practical and equitable process to validate the significant work of instructors ...”<sup>1</sup>, create a path for rewarding academic excellence and reward continuing professional development within the College of Business. While the primary responsibility of Instructors is teaching at the undergraduate level, they are strongly encouraged to engage in other activities within the College. This document emphasizes the activities that are considered to be necessary to meet the basic responsibilities of Instructors for joining the College faculty and for promotion to more senior ranks. However, evaluations of a particular candidate should be made based on particular assignments. If an Instructor is assigned research activity, evaluation of performance for this dimension should be based on the COB *“General Guidelines For College of Business Faculty Evaluation and Other Personnel Decisions Related To All Tenure-earning Faculty and Full-Time Instructors.”*

Promotion will be based on academic excellence and not the number of years in the position.

The professional education of students in the College of Business is based upon well-established theories as well as the professional/practical aspect of starting and running a successful business. The appointment of an Instructor is expected to sustain the pedagogical mission of the College. Instructors are expected to contribute primarily in the areas of teaching, service and professional development and less in the area of research and publications.

Accordingly, the following standards are established to assist in the appointment, evaluation and promotion of academically or professionally qualified Instructors whose main contributions will be in the areas of teaching excellence at all levels including curriculum as well as professional development. Instructors will be hired on renewable annual contracts.

The current posture of the College is that non-tenure track faculty are Instructors. This document is oriented towards the hiring and promotion of Instructors who will enter at the rank of Instructor, after six years become eligible for promotion to Senior Instructors and, after six years in the rank of Senior Instructor, become eligible for promotion to University Instructor.

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<sup>1</sup> Claiborne, B. J., Provost (Page 1 of January 25, 2012 memo with Subject heading “Appointment and Promotion of Instructors and Lecturers”),

## **Criteria for Initial Appointment**

The appointment of an instructor after February 2013 will be based on the combination of academic as well as appropriate professional credentials for each academic department in the college.

Educational qualifications: Full time Instructors should possess, at a minimum, a master's degree in a business-related or appropriate discipline. If an individual desires to teach at both the undergraduate and graduate levels, then an appropriate terminal degree is required. In both cases the instructor must meet SACS standards to be credentialed for the courses to be taught including 18 graduate credit hours in their area of interest. The individual must also meet all applicable requirements pursuant to AACSB accreditation standards and SACS credentialing.

### **Hiring Procedure**

All non-visiting Instructor positions must be advertised outside of the FAU website with applicable posting(s). See Provost's guidelines. Candidates for all full-time positions must receive a majority vote from the school or department's tenured and tenure-earning faculty before a recommendation to hire can be made by the School director or Department chair. This rule excludes "visiting" hires. A vote is required only the first time a full-time, non-visiting hiring recommendation is made. However, in the case of Business Communications faculty, a vote from the search committee members will be sufficient

The appointed instructor will be expected to meet the faculty qualifications requirements set in the college "*Criteria for Faculty Sufficiency and Qualifications*" document and be deemed "participating" faculty per AACSB guidelines.

### **Instructor Activities**

While Instructors are expected to contribute primarily in the areas of teaching, service and professional development and less in the area of research and publications, these activities are encouraged to the extent practicable. Evaluation of the candidate's accomplishments will be based on that candidate's particular assigned duties.

### **Instructor Responsibilities in Teaching and Service**

#### Teaching

Instructors are expected to:

- Teach primarily undergraduate courses, but Instructors who are part of the University Graduate Faculty may teach graduate courses as Department and College needs warrant;
- Teach traditional, online, and lecture capture courses, both on campus and off campus, at multiple locations as needed;
- Maintain currency in their areas of interest.

## Service

Instructors may be assigned to:

- Provide input in curriculum development for both the college as well as department/school;
- Serve as a faculty advisor to student associations;
- Serve on college and university committees appropriate to the instructor's professional experience; and/or
- Serve on local, regional, or national professional association as appropriate.
- Other services as assigned by their department chairs.

The specific criteria for evaluation of instruction and service are different from those for tenure track faculty. The criteria stated in the Faculty Assembly approved "*General Guidelines for College Faculty Evaluation and Other Personnel Decisions related to All Tenure-earning Faculty and Full-Time Instructors*" should be used as a guideline. Among the criteria for excellence and competence in each area are:

### Indicators of Excellence in Instruction

- \* Outstanding evaluations of teaching performance as indexed by student evaluations; Department Chairpersons or Directors interviews with students and student leaders; peer reviews, and other documentation;
- \* Significant contribution to new instructional program development;
- \* Development of innovative pedagogical methodologies and materials;
- \* Development of a new course(s) or major revisions of existing courses;
- \* Publication of scholarly works that are pedagogical or disciplinary in nature. This would be evidenced by textbooks, cases, readings, instructional software applications, learning simulations, refereed publications, workbooks, refereed conference publications, published reviews of textbooks, etc.;
- \* Completion of programs/workshops resulting in improved teaching methods;
- \* Conducting a learning assessment session or teaching workshop at an international, national, regional meeting/conference;
- \* Developing and/or instruct training sessions for professionals in the field of practice or for other faculty members;
- \* Significant self-development activities leading to enhanced instructional effectiveness;
- \* Service on a journal review board or edit a journal issue; and,
- \* Service on an organizing committee for a conference in the discipline.

### Indicators of Competence in Instruction

- \* Inclusion/revision of syllabi to include topical issues in the field;
- \* Use of critically acclaimed, up-to-date teaching materials (books, readings, etc.);
- \* Coordination of multi-section courses;
- \* Average or above average student evaluations;
- \* Average or above average peer evaluations;
- \* Attendance at discipline/pedagogical conferences/workshops;
- \* Maintain an active professional certification relevant to the discipline such as CPA or CFA.

Candidates must demonstrate rigor in grading and an appropriate level of work requirements for students with regard to course content. Consideration will be given to demands placed upon students, the particular courses taught, class sizes, course levels, time of day, new preparations, number of preparations, campus, actual student learning and other factors that have been shown to be correlated with student evaluations.

The portfolio requirements regarding SPOT data must follow the guidelines posted annually by the Office of the Provost. It is the candidate's obligation to compile these data and provide original SPOT data that are the basis of all summary statistics provided in appropriate tables. These data should be provided in a supplementary folder.

### Indicators of Excellence in Service

- \* Officer, program, or area Chair in a national or regional professional organization;
- \* Program, division, track, or area Chair of a national meeting;
- \* Editorship or editorial review board of a scholarly or professional journal;
- \* Service on a major state or federal government commission, task force, board, or committee;
- \* Service for the State of Florida public schools;
- \* Chair of College or University committees;
- \* Significant administrative roles within the College or University as evidenced by serving in an administrative role at the Department, College or University level in which the administrative tasks performed are directly related to the faculty member's field;
- \* Attraction of significant external funding;
- \* Development and/or coordination of successful new executive development programs;
- \* Presentations at a relevant professional meeting geared to practitioners in the discipline;

- \* Develop and/or instruct training sessions for professionals in the field of practice or for other faculty members;
- \* Develop and/or instruct continuing education sessions related to professional associations or designations;
- \* Serve on an organizing committee for a conference in the discipline;
- \* Frequent reviewer for a scholarly or professional journal in the discipline.

#### Indicators of Competence in Service

- \* Participation on task forces and committees for national associations;
- \* Pro bono speeches and/or consulting for major practitioner groups;
- \* Active service on University, College, and department task forces and committees;
- \* Contribution to external development efforts;
- \* Presentations at executive development programs;
- \* Advisor to student organizations;
- \* Significant self-development activities leading to enhanced service effectiveness;
- \* Engage in applied research/consulting activities in the field of the faculty member's instructional activity that advances FAU's community engagement.

#### **Promotion to Senior Instructor/University Instructor**

A candidate applying for promotion must demonstrate a consistent record of excellence in assigned duties. A sustained record of excellence in instruction is a necessary but insufficient condition for promotion.

Excellence assumes evidence of rigor in grading and an appropriate level of work requirements for students with regard to course content. The portfolio must include a candidate's narrative regarding accomplishments over the preceding five-year period in the areas of assigned duties that would lead to the consideration of promotion.

Other requirements:

A minimum of two letters based on a peer review by a tenured faculty member for the previous five-year period. For Business Communications faculty, Senior/University Instructors of Business Communications will write peer-review letters for their faculty. If no Senior/University Business Communications Instructors are available, then Instructors seeking promotion will obtain letters from faculty with whom they have worked.

Comprehensive SPOT data: In cooperation with the department chair/director, a candidate has the primary responsibility for compiling the appropriate SPOT data, including the database of the appropriate comparative data for evaluating SPOT and grading rigor.

Annual reviews by the Instructor's department chair; and,

A letter from the department chair/director assessing the candidate, recommending for or against promotion, and reporting the vote of the faculty of the department/school.

### Eligibility

- Instructor must be on regular, full-time appointments to be considered for promotion.
- Instructors hired after February, 2013 must have been hired after a search and following all university and college guidelines. This search requires posting/advertising with the appropriate outlet(s).
- Candidates will be eligible to apply for promotion to Senior Instructor at the beginning of their 6<sup>th</sup> year of full time continuous service.
- Candidates who have at least three years of continuous service at FAU may bring in prior service from another institution.
- Candidates who have served continuously as Senior Instructor for five years may apply for promotion to University Instructor at the beginning of their 6<sup>th</sup> year.
- Instructors are not required to apply for promotion.
- Senior instructors applying for University Instructor must have a terminal degree in the appropriate discipline from a research university.
- Candidates hired after fall, 2008 must demonstrate that they meet the faculty qualifications requirements set in the college "*Criteria for Faculty Sufficiency and Qualifications*" document and be deemed "participating" faculty per AACSB guidelines.
- No University Instructor may be re-appointed at the level of Instructor or Senior Instructor and no Senior Instructor may be re-appointed at the level of Instructor.

### Promotion Review

The promotion to the next level is judged primarily based on performance in the areas of instruction and service. However, excellence in instruction is a necessary condition for all promotions. The portfolio requirements will follow the guidelines posted annually by the Office of the Provost.

Promotion applications will be considered first by the department/school to which the candidate is assigned. The tenured faculty of the department/school, after following internal departmental procedures and reviewing the portfolio, will vote by a secret ballot on the promotion decision. The chair of this department or school will consider this vote and report it in a recommendation on the promotion addressed to the Dean and the Chair of the COB P&T Committee.

In the case of Business Communications Instructors, promotion applications will be considered by the Business Communications Senior/University Instructors who, after following internal departmental procedures and reviewing the portfolio, will vote by secret ballot on the promotion decisions. The Business Communications Director will then report the vote in a recommendation letter addressed to the Dean and the COB P&T Committee. If the Business Communications Director is not a Senior/University Instructor and is seeking promotion, then an

Associate Dean will review the portfolio and write the recommendation for Business Communications Director. If no instructor in Business Communications has been promoted to Senior/University Instructor, then the Business Communications Director will review the portfolio and write the recommendation addressed to the Dean and the Chair of the COB P&T Committee.

The Chair of the COB P&T committee will chair the college Instructor Promotion Evaluation Committee (IPEC). The IPEC shall be composed of one administrator appointed by the Dean, two non-tenure track instructors and two tenured professors from the COB P&T Committee. The second tenured representative shall be elected from the pool of P&T committee members who are at the rank of Professor. The chair of the Faculty Assembly shall nominate the instructor members and the Steering committee shall approve the composition of the committee. The term of the IPEC as constituted shall be one year. When available, instructors who serve on the IPEC shall be at the level of or (preferably) higher than that of the instructor applying for promotion. The IPEC will make a recommendation to the Dean who will make a recommendation to the Provost.