

## **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 shall be made based on particular assignments. If an Instructor is assigned research activity, evaluation of performance for this dimension shall be based on the COB "*General Guidelines For College of Business Faculty Evaluation and Other Personnel Decisions Related To All Tenure-earning Faculty.*"

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.

The current posture of the College is that non-tenure track faculty are Instructors. This document is oriented towards the hiring and promotion of full-time Instructors who normally 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. Promotion is based on academic excellence and not the number of years in the position.

### **Criteria for Initial Appointment**

The appointment of an Instructor after February 2013 is based on the combination of academic as well as appropriate professional credentials for each academic department in the college.<sup>2</sup>

Full time Instructors shall 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. The individual must also meet all applicable requirements pursuant to AACSB accreditation standards and SACS credentialing.

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<sup>1</sup> Gary Perry, Provost and Vice President for Academic Affairs (April 27, 2015 memo with Subject heading "Appointment and Promotion of Instructors and Lecturers"),

<sup>2</sup> Department also refers to School in the college.

## **Hiring Procedures**

All non-visiting full-time Instructor positions must be advertised outside of the FAU website with applicable posting(s). See Provost's guidelines. Instructors are hired on renewable annual contracts.

The appointed instructor will be expected to meet the faculty qualifications requirements set in the college "*COB Faculty Qualifications and Engagement Standards*" 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 the Department and College needs warrant;
- Teach traditional, hybrid, online, and lecture-capture courses, both on campus and off campus, at multiple locations as needed; and
- 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;
- Serve as a faculty advisor to student associations;
- Serve on college and university committees appropriate to the instructor's professional experience;
- Serve on local, regional, or national professional association as appropriate; and/or
- Engage in other services as assigned by their department chairs.

## **Evaluation Criteria**

The specific criteria for evaluation of instruction, research (if assigned) and service are given below.

#### Indicators of Exceptional 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.;
- Leader of a learning assessment session or teaching workshop at an international, national, regional meeting/conference;
- Developer and/or instructor of training sessions for professionals in the field of practice or for other faculty members;
- Significant self-development activities leading to enhanced instructional effectiveness;
- Significant community engagement educational activities, especially those involving undergraduate students; and
- Innovative instructional improvement in content, assignments or pedagogy in response to assurance of learning outcomes.

#### Indicators of Good 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;
- Completion of programs/workshops resulting in improved teaching methods;

- Attendance at discipline/pedagogical conferences/workshops;
- Maintenance of an active professional certification relevant to the discipline such as CPA or CFA.
- Modification of instructional content, assignments, or pedagogy as a result of assurance of learning outcomes;
- Supervision of directed independent study students; and
- Involvement with community engagement educational activities, especially those involving undergraduate students.

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.

#### Indicators of Exceptional Research

- Publications in the refereed journals of appropriate disciplines;
- Publication of scholarly book(s);
- Publication of critically acclaimed book(s);
- Recognition from peers in the field; e.g., Fellow, research awards, publication awards;
- Grant reviewer for national research organizations; e.g., NSF, NIMH;
- Significant external funding from leading national organizations for research;
- Publication of external funded research in subsequent scholarly work;
- Publication in refereed journals of appropriate disciplines co-authored with undergraduate students in support of the University's Quality Enhancement Program in undergraduate research; and
- Meeting AACSB criteria for being scholarly active.

#### Indicators of Good Research

- Publication of graduate-level textbook(s);

- Publication by research sponsor of technical reports or monographs;
- Presentation of competitive papers at major meetings of appropriate disciplines;
- Publication of a chapter in a scholarly book;
- Competitive papers in proceedings of regional or national meetings (refereed);
- Publication in non-refereed but widely recognized professional journals;
- Invited colloquium at major institution of higher education;
- Clear contribution to the research of others;
- Publication of a professional book;
- Recognition for Community Engagement/Undergraduate research by publication in the University Undergraduate Research outlet or written recognition of use of the research/engagement by the involved community agency;
- Involvement with undergraduate students in support of the University's Quality Enhancement Program in undergraduate research;
- Significant self-development activities leading to increased research effectiveness; and
- Other creative scholarship; e.g., published cases, software development.

#### Indicators of Exceptional 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, including assurance of learning;
- 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;
- Developer and/or instructor of training sessions for professionals in the field of practice or for other faculty members;
- Developer and/or instructor of 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; and
- Coordination of community engagement activities.

#### Indicators of Good 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;
- Involvement with coordination of community engagement activities for the department; and
- Direct involvement with assurance of learning activities by providing data or information.

#### **Promotion and Career Development**

The nature of contributions of instructors is expected to vary as a function of skills, interests, and stage of career development. This document does not seek to specify a single stereotype of instructor contribution. However, modal patterns of emphasis can be described that are most likely to lead to career development and to positive evaluation.

It is essential that Annual Evaluations and Appraisal for Promotion Reviews are conducted within the context of the academic unit's instructor promotion criteria. Instructors need to be

afforded guidance on what is essential for achievement of promotion. Such guidance may be offered by the Department Chair, Director, and/or a personnel committee.

### Annual Evaluation

All instructors will be evaluated based on their assignments. Those with atypically large assignments to any dimension of the instructor role will be evaluated accordingly. Instructors who generally have assignments emphasizing teaching and/or service shall work carefully with the Department Chair or Director to be certain the quality of these contributions can be assessed. Annual evaluations in the context of annual assignments must always be considered for any personnel decision.

### Appraisal for Promotion Review

All appointees to full-time instructor positions shall request an Appraisal for Promotion review two years prior to the year that the instructor intends to submit his/her application for promotion to either Senior or University Instructor. The purpose of this review is to provide a more comprehensive assessment of progress toward promotion and, if necessary, specific recommendations for areas in need of improvement. The goal of the process is to provide useful information to the candidate about his or her progress.

The Appraisal for Promotion Review process begins at the departmental level. The instructor initiates the process by notifying the department Chair or Director that he/she wants an Appraisal for Promotion Review. The candidate submits the portfolio at the same time when the faculty activity report for the annual evaluation is submitted that year. The timeline for moving the instructor portfolio and the department review forward to the Dean's office is the same as that specified for Third-Year Reviews of non-tenured faculty.

Candidates will assemble an Appraisal for Promotion Review portfolio that at a minimum, includes the following:

1. Up-to-date Curriculum Vita;
2. Annual Assignments;
3. Instructional activities over the preceding three years, including:
  - a. Comprehensive SPOT data table and SPOT summary reports; 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;
  - b. A Peer Evaluation of Teaching from the last three years by a tenured faculty member or senior/University instructor as selected by the department chair/director.
4. Assigned service and administrative activity table;
5. Professional development;

6. Self-evaluation of no more than 6 double-spaced pages will be included and will address Instruction and Service over the relevant period;
7. Department/college criteria; and
8. Annual employee performance evaluations.

The portfolio shall be submitted in digital form unless the Dean provides alternative instructions.

The portfolio will be reviewed by a departmental committee constituted according to policies adopted by the department or, if such a committee doesn't exist, by all members of the department eligible to vote on the candidate. The faculty of each department shall adopt procedures to ensure that the full range of opinions among the faculty is solicited. The relevant group will hold a meeting to discuss the candidate's progress towards promotion.

The discussion shall use the relevant criteria for promotion to review the candidate's record and consider annual assignments and performance evaluations regarding instruction and service. The Appraisal for Promotion Review process must include a written assessment of progress toward promotion, with constructive recommendations and a plan of action. It is the responsibility of the department to conduct the Appraisal for Promotion Review in a conscientious fashion. The review needs to include an assessment of the candidate's participation in the shared tasks, activities, and goals of the unit and assist the candidate in developing a long-term career path in the academy.

One member of the group will be selected to write a report of the discussion that is acceptable to all members. The report shall accurately summarize the different points of view expressed during the discussion and solicited from the department. It shall describe the perceived strengths and weaknesses of the candidate's record. A vote of the eligible faculty members will be taken to indicate whether the candidate is progressing satisfactorily toward promotion, and included in the report.

A copy of the report will be given to the candidate and the chair. The candidate may attach a brief response within 5 business days of the receipt of the report. The portfolio cannot move forward for 5 business days after the candidate has received the report, unless, before the 5 business day period has expired, the candidate indicates there will be no response.

Then, the chair shall write a letter reviewing the candidate's progress towards promotion, considering the candidate's record, the departmental evaluation, and the relevant criteria. The candidate may attach a brief response within 5 business days of the receipt of the chair's letter. The portfolio cannot move forward for 5 business days after the candidate has received the chair's letter, unless, before the 5- day period has expired, the candidate indicates there will be no response.

Copies of the faculty report, the department chair's letter and any responses to these from the candidate will go to the Dean and be placed into the candidate's personnel file so that the candidate can include all Appraisal for Promotion Review memoranda in his or her promotion application. This material must be included in the promotion application.



### Promotion to Senior Instructor/University Instructor

A candidate applying for promotion to Senior Instructor must demonstrate a consistent record of excellence in instruction and very good in other 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.

A candidate applying for promotion to University Instructor must first attain promotion to Senior Instructor/Senior Lecturer. Additionally, consistency of teaching success, evidence of teaching quality enhancement, and leadership contributions to the college / university and the profession are expected. **Promotion to University Instructor carries an expectation of consistently high levels of performance and career achievement.**

Eligibility criteria for promotion are as follows:

- 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 an accredited university.
- Candidates hired after fall, 2008 must demonstrate that they meet the faculty qualifications requirements set in the college “*COB Faculty Qualifications and Engagement Standards*” document.
- 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 to which the candidate is assigned. The tenured faculty and instructors at or above the aspired rank of the department, after following internal departmental procedures and reviewing the portfolio, will vote by a secret ballot on the promotion decision. The Chair/Director of this department will consider this vote and report it in a recommendation on the promotion addressed to the Dean and the COB Instructor Promotion Evaluation Committee (IPEC). The candidate may attach a brief response within 5 business days of the receipt of the report. The portfolio cannot move forward for 5 business days after the candidate has received the report, unless, before the 5-day period has expired, the candidate indicates there will be no response.

In the case of Business Communications Instructors, the Business Communications Director will report the vote in a recommendation letter addressed to the Dean and the IPEC. 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 the 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 IPEC.

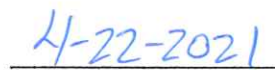
The IPEC shall be composed of one administrator appointed by the Dean, two Senior/University instructors and two tenured full professors. Members of the Faculty Assembly eligible to vote will elect the two Senior/University instructors and the two full professors to staggered two-year terms. Each year, the IPEC will elect one of the two full professors to serve as chair of the committee. The full professors should be familiar with the promotion and tenure process. The IPEC will submit a report that includes a recommendation to the Dean. The candidate may attach a brief response within 5 days of the receipt of the IPEC's report. The portfolio cannot move forward for 5 days after the candidate has received the report, unless, before the 5-day period has expired, the candidate indicates there will be no response.

The Dean will then make a recommendation to the Provost.

Adopted by the College of Business Faculty Assembly on April 21, 2021.



Approved by Dean Gropper



Date