



requirements for promotion to next level within a shortened time period.

Instructors will be considered for promotion to Instructor III on the basis of meritorious performance. Promotion to Instructor III recognizes not only continuing progress as an instructor, but may also consider leadership and contribution to teaching, scholarship, community engagement, or institutional success and acclaim. However, for purposes of promotion, the primary focus of the review must be the contributions made by the candidate in the area of teaching. It is required that at the end of the promotion review process, the conclusion is that excellence was demonstrated in the principal assigned duty. If the applicant has multiple areas of assignment, substantive contributions are also required in proportion to the assignment(s). If the applicant has equal primary FTE assignments, teaching will be designated as the primary area and ratings assigned accordingly. In assigning ratings for Instructor III, evaluating units should assess whether the individual has demonstrated continuous professional development and has achieved significant accomplishments in their primary area of assignment beyond that considered at the Instructor II review, based on criteria established by the college/school.

This evaluation will be comprehensive and consistent with, but not solely determined by, the annual evaluations obtained after reaching Instructor II. General procedures for this evaluation are set out below.

#### CRITERIA AND PROCESSES

Criteria for promotion outlined in this document are to be reviewed every five (5) years. The criteria should, at a minimum, include (i) definitions of Excellence of performance, (ii) a list of all supplementary documentation required for submission, and (iii) criteria to be used in determining requests for early promotion. Academic unit criteria shall be approved by a majority of the full-time instructors (at all ranks), tenured and tenure-earning faculty in the unit, the unit head (for departments and schools), the college dean, and the provost or designee.

To be promoted all faculty must have maintained faculty qualification for accreditation purposes throughout the period being reviewed for promotion.

Approaches to teaching and concomitant sources of evidence of teaching effectiveness may vary across disciplines, Schools, and candidates; consequently, variance in candidate dossiers may also be expected.

Evaluation of teaching must take into consideration the School's instructional mission; class size, scope, and sequence within the curriculum; as well as format of delivery and the types of instructional media utilized. Evaluation of teaching effectiveness should consider the wide range of factors that impact student learning and success. Moreover, effective teaching and its impact on learning can take place in a variety of contexts: in campus classrooms; team teaching; online; in the field; workshops; panels; through service learning activities, community engagement and internships; within on- and off-campus communities, in organizations, in education abroad settings, such as field schools, and through mentoring of students, including undergraduate and graduate student research. Evaluation of teaching effectiveness in formats and settings outside the classroom should include consideration of the expected impact of student learning on practice, application, and policy.

### *Research*

Instructors with a research assignment must provide substantive evidence of research accomplishments and demonstrate an active research pipeline that allows them to remain academically qualified in their discipline. Evidence of research accomplishments includes quantity and quality of publications in peer-reviewed journals; external grants and fellowships; citations of the candidate's work; evidence of impact on policy and practice; refereed status of publications; and publication awards and acknowledgements among others. An active research pipeline will consist of articles under review at journals, working papers, and projects at the idea and data collection stages.

### *Service*

All faculty are expected to provide substantive service. Service includes service to the School, Muma College of Business, University, the professional field or discipline, public service, and engagement with the community. Public service can include work for professional organizations and local, state, federal or international agencies and institutions. Public Service must relate to the basic mission of the Muma College of Business and/or University and capitalize on the faculty member's special professional expertise. Evaluation of service will include an examination of the nature and degree of engagement within the School, College, University and in the local, regional, national and/or global communities. Service to the community is differentiated from engagement with communities and external organizations that is undertaken in support of teaching.

Service to the community includes activities that further the mission of the College and benefit the public outside the traditional scholarly community. Examples of engaged service include, but are not limited to, advising government officials and testifying before governmental bodies, serving in non-academic professional associations, speaking to non-academic audiences, and assisting not-for-profit organizations with business issues.

## REVIEW PROCESS

### Sequence of Review

The sequence of review is as follows. The review begins with the School promotion committee, followed by the Director of the School review, then the College committee. If relevant to the institution (e.g., University of South Florida - Manatee), the Regional Chancellor and Campus Dean will provide a formal review prior to the review by the College Dean. Finally, the College Dean reviews all materials and provides a final decision.

### *Notification*

The Office of Academic Affairs will work with the Schools to contact instructors in the College who are eligible to apply for promotion within the typical timeframe. This should be done annually by mid-September for all eligible instructors currently at Level I and Level II.

## *Application*

Applications for promotion shall be initiated by candidates in consultation with their School director during the fall preceding the promotion process that occurs during the following spring semester. All applications for promotion will be submitted through Archivum into the Faculty information System. The Director will inform candidates of the materials they will be expected to provide in support of their applications and provide guidance regarding additional supplementary documents to be submitted with the application. The Schools will be responsible for adding student assessment of instruction to the application. Specific contact information for the person adding student assessment of instruction will be provided to all candidates. Instructors should submit documentation demonstrating other forms of teaching effectiveness including but not limited to the items identified under the teaching criteria. Information should be provided to support substantive accomplishments in research and service assignments as identified under research and service criteria.

## *School Review Committee and School Director*

The review committee within the i School reviews the application. The committee consists of at least three appointed faculty from the School. Instructor representation should be included on each committee. At least one member of each committee should be a faculty member at the same campus as the candidate (i.e., Tampa, St. Petersburg, Sarasota-Manatee). Instructors II and Instructors III as well as Associate and Full Professors may review applications for promotion to Instructor II. Only Instructors III, Associate Professors, and Full Professors may review applications for promotion to Instructor III.

The committee evaluates the application, votes, assigns overall ratings for each relevant area of assigned duties, and provides a recommendation concerning promotion along with a narrative that justifies the assigned ratings. A written evaluation and the results of the vote will be recorded as a part of the review and forwarded to the Director for review.

Where a split evaluation exists, a minority report may accompany the majority recommendation. The applicant shall have the right to review the file following the committee review and attach a brief response to any materials contained therein, including the evaluation section(s) prior to the next stage of review.

After the committee review, the D recommendation regarding promotion. The applicant will have the right to review and attach a brief response to the D College Review Committee.

## *College Review Committee*

The College Review Committee, appointed each year, will be composed of two members from each multi-campus School and one member from the single-campus Schools. Single-

