

MUMA COLLEGE OF BUSINESS GUIDELINES FOR INSTRUCTIONAL FACULTY PROMOTION

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In order to demonstrate appreciation for their many contributions to the University of South Florida (hereafter also referred to as “the University” or “USF”) and to encourage continued career development, the University provides a promotional career path for individuals who hold full-time, non-tenure track teaching positions. This document sets forth the promotion process guidelines for full-time, non-tenure track instructional faculty at the University. Academic units must provide newly promoted instructional faculty (as defined below) the promotional raises described for instructors in the current UFF Collective Bargaining Agreement.

ELIGIBILITY

These guidelines apply to full-time faculty with the job titles Assistant Professor of Instruction, Associate Professor of Instruction, Professor of Instruction (Professor of Instruction series) or Assistant Instructor, Associate Instructor or Senior Instructor (Instructor series). The Professor of Instruction series requires a terminal degree relevant to the teaching assignment, usually a doctorate. The Instructor series is designated for instructional faculty who do not have a terminal degree, and most commonly hold a Master’s degree. Throughout this page, all of these faculty will collectively be referred to as “instructional faculty”. If an instructor earns a terminal degree appropriate to their discipline, they will automatically be moved to the professor of instruction series at an equivalent rank.

At the discretion of the academic unit in which the applicant’s appointment resides, up to three years of full-time employment at USF or another four-year institution as a full-time Visiting Assistant Instructor or Visiting Assistant Professor of Instruction or other comparable appointment may count toward the number of years required for promotion eligibility. Years employed as a Graduate Teaching Assistant or Adjunct do not count toward the number of years required for promotion eligibility, even if the teaching assignment was similar to the assignment of a Visiting Assistant Instructor or Visiting Assistant Professor of Instruction. Individuals must have been awarded the appropriate degree associated with the primary duties as defined by the academic unit in which the appointment resides.

The decision to apply for promotion rests with the individual, and there is no penalty for one’s choice not to apply nor for failure to be granted promotion after applying. Candidates may withdraw their application for promotion at any stage in the process prior to the dean’s review.

Instructional faculty who have been conferred a rank (e.g. Associate Professor of Instruction, Professor of Instruction or Associate Instructor, Senior Instructor) within any academic unit at USF will maintain that rank upon transfer to another academic unit. Subsequent promotion (e.g., from Associate Instructor to Senior Instructor, or Associate Professor of Instruction to Professor of Instruction) will be subject to the criteria and processes of the new academic unit to which they are assigned.

In some cases, instructional faculty may be asked or elect to assume significant alternative assignments. In such cases, areas of assigned duties will be considered in the evaluation for promotion. Nevertheless, in all cases, excellence in teaching (the primary purpose for which instructional faculty are hired) must be demonstrated. Other areas of assignment cannot be substituted as a rationale for promotion.

REQUIREMENTS OF PROMOTION LEVELS

Promotion to Associate Professor of Instruction or Associate Instructor

1. Five (5) consecutive years of experience at Assistant Professor of Instruction or Assistant Instructor are typically required prior to consideration for promotion. Earlier eligibility may be considered for candidates who can be demonstrated to be truly outstanding.
2. Instructional faculty will be considered for promotion on the basis of meritorious performance in their teaching assignments. If the applicant has multiple areas of assignment, non-teaching assignments may be considered as contributing to the overall merit of the case for promotion (e.g. service or publications that address instructional concerns) but accomplishments in teaching assignments must serve as the major focus of the promotion determination.
3. This evaluation should be comprehensive and consistent with, but not solely determined by annual evaluations. General procedures for this evaluation are set out below.

Promotion to Professor of Instruction or Senior Instructor

1. Five (5) years of experience as Associate Professor of Instruction or Associate Instructor are typically required prior to consideration for promotion. Earlier eligibility may be considered for outstanding candidates.
2. Instructional faculty will be considered for promotion on the basis of meritorious performance in their teaching assignments. In assigning ratings for candidates for Professor of Instruction or Senior Instructor, evaluating units should assess whether the individual has demonstrated continuous professional development and has achieved significant accomplishments in their teaching assignments at the Associate Professor of Instruction or Associate Instructor review, based on criteria established by the college/department/unit. Promotion to Professor of Instruction or Senior Instructor should also consider such secondary factors as service, leadership and contribution to scholarship, community engagement, or institutional success and acclaim that contribute to the instructional mission of the university.
3. This evaluation should be comprehensive and consistent with, but not solely determined by, the annual evaluations obtained after reaching Associate Professor of Instruction or Associate Instructor. General procedures for this evaluation are set out below.

CRITERIA AND PROCESSES

Criteria for promotion, specifying documented and measurable performance outcomes, must be developed by the units and reviewed every five (5) years. The standards 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 instructional faculty (at all ranks), tenured and tenure-earning faculty in the unit, the unit head (for departments and schools), the 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.

Excellence in Teaching

Definition of Excellence in Teaching

Teaching is central to the College mission. Faculty must be effective in teaching, which is an essential criterion for promotion. The teaching category includes all forms of instructional activity. Responsibilities in this area may include, but are not limited to, preparation for and teaching a variety of courses; informal instructional activities; course and/or program development; team or collaborative teaching; supervision of undergraduate or graduate research; and others.

Evaluation of Excellence in Teaching

As teaching is a complex and multifaceted activity, different types of evidence may be used in a comprehensive assessment of teaching effectiveness. Each form of evidence should carry a measure appropriate to its importance in evaluating teaching. Such documentation must demonstrate command of the subject matter, continuous growth, the ability to organize material and convey it effectively to students, assess student learning, and revision and updates of curricula.

Materials appropriate for evaluating teaching and related activities must include: (1) evidence from the instructor, (2) and evidence from students, and may also include (3) evidence from other professionals. For promotion consideration, performance in such activities must be clearly documented for evaluation.

In addition to the information requested in Archivum, faculty must include documentation of the following:

1. In the “Supplemental Materials” section of Archivum, upload syllabi for each different course* and/or course delivery taught the previous five (5) years. For multiple sections of the same course with the same modality/audience, only provide the most current syllabus. Each syllabus should demonstrate:
 - Good organization of subject matter.
 - Course structure.
 - Grading information.
 - Student expectations.
 - Instructor responsibilities.
 - Course calendar.

*If you teach the same course with the same course number but to multiple modalities/audiences, you may provide the syllabi for the different sections (i.e., a faculty member who teaches QMB 6304 may teach in the Executive MS program, MBA (Master of Business Administration) program, and full-time in the MS program may provide a syllabus for each permutation).

2. Clearly stated learning outcomes with appropriate assessments (expectations are that outcomes are in line with quality assurance that incorporate Bloom’s Taxonomy). Use the chart format below and provide two or three examples for each course of appropriate assessments with an explanation as to how they connect with the assessment. Upload the chart to the “Supplemental Materials” section in Archivum. Assessments may include, but are not limited to:
 - Exam questions.
 - Assignments.
 - Guest Speakers.
 - In-class exercises.
 - Experiential learning.

- Service learning.

Course	Learning Outcome	Assessment	Connection

3. Communication strategies. Examples include, but are not limited to: evidence of Microsoft Teams meetings, weekly Announcements in Canvas, assignment details, or rubrics for assignments. Place documentation of communication strategies in the “Supplemental Materials” section in Archivum.
4. In addition to the information requested in Archivum, faculty must include documentation of the following:
 - Innovative teaching strategies.
 - Improvements in student performance (retention, grades, DFW rates, etc.).
 - Best practices in teaching.
 - Classroom management.
 - Professional development.

Faculty Promotion Evaluation: Teaching Excellence and Contribution

As part of our commitment to recognizing and rewarding excellence in teaching the following guidelines are designed to support faculty members who are preparing for promotion. These guidelines outline the criteria for promotion between ranks, with a specific emphasis on the importance of both foundational teaching excellence and additional contributions to the academic community.

Differentiating Between Ranks

Assistant to Associate (8 points): Promotion to Associate acknowledges a faculty member’s established presence and consistent performance in teaching, alongside contributions to research and service. Candidates are expected to achieve a minimum of 8 points, reflecting a balance between core teaching responsibilities and additional activities that support professional growth and the institution’s goals.

Associate to Professor or Senior (10 points): Achieving the rank of Professor or Senior signifies sustained excellence and an impact on the field and academic community. Candidates must earn at least 10 points, with a required portion derived from extra activities that demonstrate broad contributions beyond teaching duties.

Considerations for Point Allocation

Quality over Quantity: The evaluation system prioritizes the impact and quality of contributions. High-value initiatives that significantly enhance student learning and engagement are more beneficial than numerous minor activities. The evaluation process will assess the depth, innovation, and impact of these contributions, ensuring that quality is recognized and rewarded. Instructors assigned only one course preparation shall not be penalized, as the focus remains on the quality and effectiveness of their instructional impact rather than the quantity of course preparations.

Flexibility for Different Contributions: Recognizing the diversity of faculty talents and the various contexts in which they operate, the point system accommodates a wide range of activities that contribute to academic and student success. Faculty are encouraged to engage in activities that leverage their unique strengths and interests, contributing to the institution's mission in diverse ways.

Promotion Criteria

Rating Scale:

- 1 = Good: Meets expectations but not excellent

- 2 = Excellent: Exceeds expectations

Criteria	Criteria for Earning Points	Documentation Required	Rating (1-2)
Syllabi	1: Good organization of subject matter, course structure, grading information, student expectations, instructor responsibilities, and course schedule. 2: Includes all from 1, with a specific course description, a list of skills, concepts, and knowledge areas to be covered/achieved.	Syllabi documents, course outlines, examples of detailed descriptions.	
Learning Outcomes and Assessments	1: Each learning outcome is linked to a common and appropriate assessment. 2: Each learning outcome is linked to multiple assessments and/or rigorous assessments that transcend learning.	Assessment plans, examples of linked learning outcomes and assessments, evidence of assessment effectiveness.	
Communication Tactics	1: Communicates with students about policies, assignments, deadlines, expectations in class or online 4x/semester, regular office hours, 1:1 meetings, etc. 2: Weekly communication with students, including policies, assignments, deadlines, expectations,	Documentation of communication frequency and methods, examples of communication materials, feedback from students.	

	office hours, 1:1 meetings, feedback, reflective learning opportunities, and a positive welcoming message before the first day of class.		
Student Course Evaluations	1: > 3.00 - 3.75 < 2: > 3.75		

Base Total Points: Must add up to 6.

Bonus Points for Extra Activities

Faculty members can earn up to **2 bonus points** for each extra activity related to their teaching and professional development efforts. These activities can include but are not limited to innovative teaching strategies, significant improvements in student performance (retention, grades, DFW rates, etc.), adoption of best practices in teaching, effective classroom management, and engagement in professional development.

Important Notes

- A faculty member **cannot exceed 6 bonus points** from extra activities.
- The combined total of base evaluation points and bonus points **cannot exceed 12 points**.

Guidelines for Earning Bonus Points

Area of Contribution	Criteria for Earning Points	Documentation Required	Possible Points
Innovative Teaching Strategies	Successful integration of novel teaching methods that enhance student engagement and learning outcomes requires faculty to stay current with changes in the business environment, ensuring that course material remains relevant and applicable to today's market dynamics.	Description of the method, its implementation, rationale, and evidence of effectiveness (e.g., improved student evaluations, and engagement metrics).	Up to 2 points
Improvement in Student Performance	Demonstrable enhancements in student learning outcomes, such as	Data showing improvements in student performance attributable to the	Up to 2 points

	increased retention rates, higher grades, or reduced DFW rates.	faculty member's strategies, including before and after analysis.	
Best Practices in Teaching	Adoption and demonstration of industry-recognized teaching methodologies and evidence-based practices.	Documentation of best practices adopted, peer observations, student feedback, or awards for teaching excellence.	Up to 2 points

Excellence in Research for Instructor Promotion

The promotion criteria for non-tenure-track faculty regarding research are specified based on whether they have designated research duties. Faculty with over five years at their current rank are expected to meet the set research expectations, whereas those with under five years must demonstrate exceeding these expectations.

For Faculty with Non-Zero Percent Research Duties

Meets Expectations: The faculty member consistently adheres to the college's AACSB standards for either a "scholarly academic" or "practice academic" designation through their research and scholarly work for the five years leading up to their promotion application.

Exceeds Expectations: The faculty member notably surpasses the college's AACSB standards for a 'scholarly academic' or 'practice academic' designation, providing substantive evidence of distinguished research and scholarly activities for the five years leading up to their promotion application. This includes significant achievements such as publishing in top-tier journals, securing major research grants, contributing to groundbreaking work in their field, or achieving notable scholarly recognition.

Does Not Meet Expectations: Over the five years leading up to their promotion application, the faculty member fails to demonstrate the consistent level of scholarly work required to uphold the college's AACSB standards for their designated "scholarly academic" or "practice academic" status.

For Faculty with Zero Percent Research Duties

Meets Expectations: The faculty member fulfills their teaching and service roles effectively over the five years leading up to their promotion application. During this period, any voluntary engagement in scholarly activities is noted as a positive contribution, although it is not a required component of their role.

Excellence in Service for Instructor Promotion

All faculty are expected to provide meaningful service. Service includes service to the individuals' School, College, the University, the professional field or discipline, public service, and engagement within the community. Public service may include work for professional organizations and local, state, federal or international agencies and institutions. Public service should relate to the basic mission of the College 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, percentage assigned, within the School, College, University and in the local, regional, national and/or global communities. Service may include engagements that include a de minimis stipend.

Service includes being an advisor for a student organization or other service activities even if a course release is granted by the administration. Service shall also include taking an active role in student development. Preparing students for internships and careers in their field of study shall also be included in service. Additional service commitments may include: mentorship of students, thesis advisors to students, travelling with students to conferences, symposiums, events related to their field of study, attending local events to promote student involvement, etc.

Service can take the form of “engaged activities” that further the mission of the College and benefit the public outside the traditional scholarly community. Examples of engaged service may 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 organizations with business issues.

Evaluation for Service for promotion to Associate Instructor or Associate Professor of Instruction

Service	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Meaningful service at the school level and/or working with students. Service to professional organizations in your field will also be considered			

Excellence in Service for Promotion to Senior Instructor or Professor of Instruction

Service	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Meaningful levels of service to students, school, and professional organizations in your field. However, Elevated levels of service are expected at the college and/or university level.			

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 candidate’s home campus (St. Petersburg or Sarasota/Manatee), the Regional Chancellor may 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 Dean's office will work with the Schools to contact candidates in the College who are eligible to apply for promotion within the typical timeframe. This list should be provided annually by mid-September to all Assistant and Associate Professors of Instruction as well as all Assistant and Associate Instructors.

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. Instructional faculty are encouraged to submit documentation demonstrating other forms of teaching effectiveness including but not limited to peer review of teaching, midcourse student evaluations and subsequent adjustments, development or revision of curriculum and course structure, and innovative practices.

School Review Committee and School Director

The review committee within the candidate's School reviews the application. The committee consists of at least three appointed faculty from the School. The committees consist of at least three faculty from the instructional faculty member's academic unit. Instructional faculty 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).

Associate Professors of Instruction, Professors of Instruction, Associate and Senior Instructors, as well as Associate and Full Professors may review applications for promotion to Associate Professor of Instruction and Associate Instructor. Only Professors of Instruction, Senior Instructors, tenured Associate Professors, or Full Professors may review applications for promotion to Professor of Instruction or Senior Instructor.

The committees evaluate the application, vote, assign overall ratings for each relevant area of assigned duties, and provide 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 packet and forwarded to the Director to 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 Director will provide a written review of the candidate's application along with a recommendation regarding promotion. The candidate will have the right to review and attach a brief response to the Director's review and recommendation prior to submission to the College Review Committee.

College Review Committee

The College Review Committee, shall have elected representatives and consist of (6) Associate Instructors or Senior Instructors [Instructor Series], and, (7) Associate Professors of Instruction or Professors of Instruction [Professor of Instruction Series] (total of 13 full-time faculty instructors) distributed as follows. There shall be six representatives from the Tampa campus, four from the St. Petersburg campus, and three from the Sarasota-Manatee campus. There shall be at least two representatives from each multi-campus school and one representative from any single campus school. Each multi-campus school will have a representative from each instructor series. In order to fill any remaining positions, the additional representatives will be allocated to and elected by (one each) the largest school(s) in order of student enrollment with an instructor from either instructor series. Representatives are elected each year in April to take office in August. A representative may be re-elected to serve a maximum of three consecutive years. Exceptions to re-election are allowed if the area has no other Associate Instructor, Senior Instructor, Associate Professor of Instruction, or Professor of Instruction qualified to serve. The Associate Dean for Academic Affairs shall be appointed ex officio by the Dean.

The committee appoints a chair, 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 vote results will be recorded as part of the review and forwarded to Regional Chancellor and Campus Dean (as appropriate), and the Dean for review.

Where a split evaluation exists, a minority report may accompany the majority recommendation. The candidate 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 Regional Chancellor's (as appropriate) and Campus Dean's reviews (as appropriate), and Dean's review.

Regional Chancellor Review

Regional Chancellors may provide a formal review of their campus faculty members promotion materials prior to the review by the College Dean.

Dean Review

The College Dean reviews all materials and provides a final decision and supporting narrative. A narrative only needs to be provided in cases where promotion is not recommended. The narrative should specify the reasons for that decision and make suggestions for improvement that might result in a positive decision at a later date.

Disputes

In the event that the applicant disagrees with the decision made by the College Dean, a grievance may be sought as detailed in the Collective Bargaining Agreement, but such grievances are restricted to violations of that Agreement.

Timeline

At the college's discretion, promotion reviews may be conducted as part of the regular tenure and promotion cycle, or may be conducted at a separate time. However, final decisions regarding promotion must be completed no later than April 15th of each academic year. Instructional faculty should notify their chair of their desire to submit an application for promotion by September 30 and submit an application according to their unit's timeline. All recommendations and reviews must be circulated to the College Dean for a response no later than April 1.

Decision and Notification

A list of instructional faculty promotion decisions is to be provided by each college to the Office of the Provost no later than April 15th of each year. The Provost's office will notify the instructional faculty of the decision and the associated salary increase before the end of the contract year. The Chair/Director, College Dean, and Human Resources are included in this communication.