

UNIVERSITY OF SOUTH FLORIDA – TAMPA

CAREER PATH FOR INSTRUCTORS: PROMOTION GUIDELINES

In order to demonstrate appreciation for their many contributions to the mission of the University of South Florida - Tampa and to encourage continued career development, the university provides a promotional career path for individuals who hold the non-tenure track rank of Instructor. Historically, appointments to the position of Instructor have been made to cover a wide variety of job assignments at the University of South Florida - Tampa, some of which do not entail traditional faculty activities. For this reason, judgments regarding the Instructor career paths should be based on the individual's primary FTE assignment.

NOTE: In the guidelines that follow, the terms department and College are used generically to mean the academic or service unit that provides personnel evaluations for the faculty member. It is recognized that there may be alternative organizational arrangements, and procedures should be adjusted accordingly.

Eligibility and Regulations

- Eligible employees are those classified as Instructors, whose position has been one of continued employment, and who have not been given notice of non-reappointment or termination.
- Individuals must have been awarded the appropriate degree associated with the primary duties as defined by the department in which the appointment resides.
- Following an initial phase-in period, promotion to the designated positions described below requires continuous appointment for specified periods of time.
- The individual must initiate the process by requesting to be evaluated for promotion.
- The decision to apply for promotion rests with the individual and there is no penalty for one's choice not to apply or specifically for failure to be granted promotion.
- This career path creates no rights other than the option to apply for promotion to the designated positions.

Initial Appointments

- All initial appointments of non-tenure-earning Instructors will be designated as Level 1.

Requirements of Promotion Levels

Level 2

- Following an initial phase-in of the career path program, 5 or more years of experience at Level 1 is typically expected. Earlier eligibility may be considered for exceptional candidates, but a minimum of 3 years of experience at Level 1 is 2

required. After the appropriate period of service, Instructors may apply to be considered for a promotion on the basis of meritorious performance.

- Following a comprehensive review and assessment, excellence in the principal assigned duty is required, as demonstrated by earning an overall rating of "Outstanding" from the evaluating department. This evaluation should be in concert with, but not solely determined by, the last five years of annual evaluations (or total number available if being considered early). In addition to annual evaluations, the required comprehensive review should assess the individual's holistic contributions to the department.
- An overall rating of "Strong" is required from the department on any additional areas of assignment that average more than .10 FTE during the last five years of annual evaluations (or total number available if being considered early).
- If an individual has equal primary FTE assignments, one must be designated as the primary area and ratings assigned accordingly. That is, the primary area must be evaluated as "Outstanding" and the remaining areas rated as no less than "Strong."
- Where individuals have multiple assignments, a rating of "Satisfactory" will not disqualify an individual from consideration for promotion if the FTE assignment in that area is .10 or less.

Level 3

- Following an initial phase-in of the career path program, 5 or more years of experience at Level 2 is typically required. Earlier eligibility may be considered for outstanding candidates, but a minimum of 3 years of experience at Level 2 is required. After the appropriate period of service, Instructors may apply to be considered for promotion to Level 3 on the basis of meritorious performance.
- A comprehensive review and assessment is conducted following the guidelines specified for Level 2.
- In assigning ratings for Level 3, evaluating units should assess whether the individual has demonstrated continuous professional development and has achieved significant accomplishments beyond that considered at the Level 2 review. Examples of such accomplishments include, but are not limited to receiving awards related to assigned duties, publishing material in professional outlets related to assigned duties (especially when receiving positive external attention), and developing innovations that have had a demonstrably positive effect in promoting the mission of the university.

REVIEW PROCESS FOR PROMOTION

Departments with non-tenure earning employees holding the position of Instructor will establish procedures for processing career ladder applications and will develop standards for promotion within that unit. Included in those standards should be specifications for criteria to be used in determining requests for early promotion consideration. Such procedures and standards are subject to review and approval by the College under which the department is situated. The College may choose to specify a set of standards that must be employed by all of its departments. The general process, subject to variation according to academic structural arrangements, is as follows:

- The Instructor meets with her/his supervisor to ensure that he/she is eligible for promotional consideration. Supervisors are encouraged to provide a candid assessment at that time of the potential strengths and weaknesses of the Instructor's application.
- If the Instructor meets eligibility criteria and decides to proceed with the application, the Instructor submits a formal application for promotion to the department. (An application form will be made available.)
- A designated faculty committee within the Instructor's department reviews the application and assigns overall ratings for each relevant area of assigned duties, and a recommendation concerning promotion. If the Instructor has multiple supervisors in a unit, the immediate supervisor should be a member of this committee if he/she is not head of the department. A narrative is to be provided by the review committee that justifies the assigned rankings.
- The head of the department (typically the chair) provides a separate review, ranking, narrative, and recommendation.

- These recommendations are sent to the office of the College Dean. At the discretion of the College, and in consultation with the appropriate faculty governance group, a College designated faculty committee may provide a separate review. The committee may be used to review all cases or to serve as consultant to the Dean on selected cases. If this level of review is employed, the faculty committee must provide a narrative only if it elects to recommend against promotion. The narrative should specify the reasons for that decision. The Dean reviews all materials and provides a final decision. A narrative need only 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.
- At the College's discretion, Instructor 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 before the end of the Spring semester each academic year.
- A listing of Instructor promotional decisions are to be provided by Colleges to the Office of the Provost by May 15 of each year.

Approved by the USF-Tampa Faculty Senate: 1/27/2010