

Department of Educational and Psychological Studies
College of Education
University of South Florida
Promotion Guidelines for Instructor Career Path

Introduction

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 in the Department of Educational and Psychological Studies (EPS) at USF.

The Department of Educational and Psychological Studies recognizes the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department (especially when a department spans multiple campuses), and to the candidate’s ability and willingness to work cooperatively within the department, college, and/or campus.

Mission: Consistent with the mission of the College of Education, the department is a community of faculty, students, and staff focused on transforming lives through the promotion of equity, social justice, and improved outcomes for students and communities particularly those that have been underserved. With boundless energy and the collective power of our community, our research, degree programs, and local and global partnerships are focused on solving the most complex problems of a diverse society and on preparing practitioners to be agents of change. Our community embraces and promotes the values of diversity, equity, and inclusion. Students in our College are active learners who participate in sustained immersive experiences that develop knowledge and skills to advance their communities, conquer persistent problems of practice, and advance knowledge.

Our department mission statement is “Advancing rigorous inquiry and preparing highly qualified, culturally responsive professionals” (adopted by a vote of the faculty, January 26, 2015).

Note regarding USF consolidation: Instructors will retain their current status (USF Consolidation Handbook, Vol 2, p. 17). The Instructor career path includes the positions of Instructor Level 1, Instructor Level 2, and Instructor Level 3. Faculty hired in the Instructor career path are expected to contribute primarily to the teaching mission of the Department, College, and University. These positions are non-tenured.

The Department adheres to the promotion procedures published by the University and College as well as the Collective Bargaining Agreement.

Eligibility

These guidelines apply to full-time faculty with the job titles of Instructor I, Instructor II, and Instructor III.

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At the discretion of the Department Chair in which the applicant's appointment resides, up to three years of full-time employment at USF as a Visiting Instructor or prior appointment comparable to that of Instructor 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 an Instructor. 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.

The candidate may withdraw his or her application for promotion at any stage in the process prior to the dean's review.

Individuals in the Instructor promotion career path are responsible for activities directly related to their FTE assigned duties (e.g., instruction, clinical supervision, advising, administration, service or research) that are directly related to the missions of the Department/School, College and University.

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

In some cases, Instructors may be asked or elect to assume significant alternative assignments. In such cases, all areas of assigned duty will be considered in the evaluation for promotion, but in all cases, excellence in teaching must be demonstrated.

REQUIREMENTS OF PROMOTION LEVELS

Promotion to Instructor II

1. Five (5) consecutive years of experience at Instructor I is typically required prior to consideration for promotion to Instructor II. Earlier eligibility may be considered for outstanding candidates.
2. Instructors will be considered for promotion to Instructor II on the basis of meritorious performance. Excellence in the principal assigned duty is required. If the applicant has multiple areas of assignment, substantive contributions are also required in proportion to the assignment(s). If an individual has equal primary FTE assignments, one area must be designated as the primary area and ratings assigned accordingly.
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 Instructor III

1. Five (5) years of experience at Instructor II is typically required prior to consideration for promotion to Instructor III. Earlier eligibility may be considered for outstanding candidates, subject to approval of the College Dean.
2. Instructors will be considered for promotion to Instructor III on the basis of meritorious performance. Promotion to Level III recognizes not only continuing progress as an Instructor, but may also consider leadership, innovation, and contribution to teaching, scholarship, community engagement, or institutional success and acclaim. 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

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assignment, substantive contributions are also required in proportion to the assignment(s). If the applicant has equal primary FTE assignments, one area must be designated as the primary area and ratings assigned accordingly. In assigning ratings for Level 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 Level II review, based on criteria established by the college/department/unit. Promotion to Level 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.

3. This evaluation should 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.

Each academic unit shall ensure that the criteria and procedures are shared annually with all Instructors at Level I and Level II.

EPS Criteria and Processes

Promotion within the Instructor career path will be granted only to persons of significant achievement in their area(s) of assigned duties. As a minimum standard for promotion, there must be record of excellence in the primary area of assignment and substantive contributions in other areas of assignment in proportion to assignments as well as contributions to department, college and USF strategic priorities. Promotion also includes evidence of participation as a citizen of the Department/School, College and University, as this is an integral part of faculty performance.

Criteria for Promotion

Instructor Level 2

Evidence of the individual's holistic contributions to the program, department and college, including evidence of excellence in teaching, clinical experience and coordination where applicable, and service.

Examples of excellence include but are not limited to the following:

- Evidence of continuing course improvement reflecting latest research, professional trends, and knowledge and skills needed for students success;
- Evidence of continuous professional development;
- Evidence of effective clinical practice and internship supervision;
- Evidence of effective mentorship, advising and supporting student professional development;
- Technological and innovation in instruction and supervision;
- Recognition of effective teaching and supervision (e.g. course ratings, student comments, peer evaluation, honors and awards);
- Student honors and awards.

Instructor Level 3

Evidence of excellence in leadership and modeling best practices in effective instruction, supervision, and other areas of assignment(s).

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Examples of excellence include but are not limited to the following:

- Evidence of elevated expertise and mastery in the art, science, and craft of teaching;
- Receipt of awards aligned with teaching philosophy and/or professional goals;
- Scholarship on teaching, clinical supervision, or other areas related to assigned duties;
- Evidence of peer mentoring, and/or presenting or designing professional development workshops or courses on best practices.
- Developing instructional innovations that are modeled by others to promote teaching, learning, and student success.

Process for request for consideration of early promotion

Instructors desiring to apply for early promotion shall request a meeting with his or her department chair (who may include the relevant Associate Dean) to discuss evidence of significant achievement and record of excellence consistent with desired rank as described above. The chair may request documentation as part of this review (e.g. vita, evaluations, signature accomplishments).

Department Instructor Promotion Committee (D-IPC) Procedures

1. The chair of the committee is responsible for organizing the meetings and overseeing the committee's work.
2. If a committee member perceives that there is any reason he or she is not able to objectively participate in promotion proceedings relative to a specific candidate, that committee member should recuse him/herself from the process for that specific candidate and abstain from the discussion and voting. In that case, the promotion committee for that candidate will be composed of the remaining members.
3. After members of the committee deliberate, they will write their recommendations and vote if necessary. In the absence of consensus they may write a majority and minority report.
4. The Chair of the committee will submit the narrative recommendations into the FIS system and enter the vote of committee, noting the evaluations and recommendation made by the D-IPC, and signing the application on behalf of the D-IPC.

Procedures for Department Chair Evaluation of Instructor Promotion Applications

1. The chair should independently review and evaluate each applicant's materials prior to reading the tenure and promotion committee's report.
2. After the independent review, the chair will take into account the committee's narrative in developing his/her evaluation report.

Note: Regional Chancellors will provide a formal review in promotion cases for non-tenure track faculty members on branch campuses prior to College Dean completing their review.

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