

Instructor Promotion Criteria

School of Interdisciplinary Global Studies

I. Overview

A. SIGS Mission and Statement of Goals

The School of Interdisciplinary Global Studies (SIGS) consists of four academic programs: Africana Studies, International Studies, Latin American & Caribbean Studies, and Political Science. SIGS specializes in *Citizenship and Global Studies*. Our vision of global studies is broadly interdisciplinary and transcends traditional geographical definitions. Furthermore, our interpretation of global studies includes a commitment to recognizing the linkages between our diverse local community and the world. We situate USF, Tampa Bay, and Florida into the global context. Because of this, we recognize that it is of primary importance to commit SIGS to promote diversity, both within the unit and in what we offer to students, the local community, and our respective scholarly communities.

SIGS's teaching, research, service, and engagement reinforces these fundamental values. Toward that end, the Faculty is committed to methodological and theoretical pluralism. The Faculty is dedicated to student success, providing high-quality undergraduate and graduate instruction that equips students with the creative, critical, analytical, and research skills needed to become global citizens, obtain employment in the public and private sectors, succeed in post-graduate education, and/or teach at the College and University level. The Department is also strongly committed to serving the College of Arts and Sciences and the University of South Florida, and to offering its expertise to the local, state, national, and international community.

B. SIGS Instructure Promotion Procedures

A committee will be constituted on an individual basis for each faculty member due for Instructor Promotion. Committees will review candidates' files and evaluate their suitability for promotion. Committees will deliberate as collective bodies and provide their decisions as collective bodies. Chairs will not hold any special authority in the committees' decision-making processes. Each Instructor Promotion Committee will be comprised of five SIGS faculty members who have tenure or who are Instructors at or above the level to which the candidate is applying. In consultation with the committee, the Director will appoint one member to serve as chair. Only full-time faculty members in SIGS are eligible to serve as chair.

The evaluation committee will then meet as a group to discuss their assessment of whether the candidate should be promoted. At the conclusion of this meeting, the members of the committee will vote by secret ballot on whether to recommend promotion. The committee will then write a detailed narrative explaining its decision. In the case of a split decision, the narrative will account for the reasons for both the positive and negative votes. Once the committee has reached its decision on its recommendation, both the vote and the narrative will be recorded in the candidate's file. The candidate will have an opportunity to review the committee's recommendation and narrative and may include a formal response in the file if she or he chooses.

Next, the SIGS Director will conduct a thorough evaluation of the candidate's file, determine whether the candidate meets the standard required to recommend promotion, and write a detailed narrative justifying her or his recommendation. The Director's recommendation and narrative will also be included in the applicant's file. Again, the candidate will have an opportunity to review the Director's recommendation and narrative and to include a formal response in the file if she or he chooses.

C. Materials to include in the Application

1. Required Materials

The candidate's application file must contain the following materials:

- Completed Instructor Promotion Application
- Annual Evaluations for each year in the promotion period
- Detailed narratives on teaching and administration (if applicable)
- USF Student Assessment of Instruction for courses taught during the evaluation period, including quantitative scores and students' narrative comments
- Grade distribution for each course taught – the Academic Services Administrator will provide this information

2. Recommended Materials

The candidate's application file should contain many, but not necessarily all, of the following materials:

- Publications, if relevant
- Representative instructional materials such as handouts, discussion prompts, group projects, power point slides, etc.
- Representative assessment materials such as writing assignments, problem sets, and tests, as well as examples of feedback provided to students
- Evidence of learning outcomes, such as student performance on pre- and post-instruction measures and exemplary student work
- Evidence of instruction and guidance provided on dissertations, MA theses, and undergraduate honors theses
- Evidence of academic mentorship of undergraduates
- Evidence of supervision and mentoring of student teaching assistants and graduate student instructors
- Evidence of new course development, course redesign, incorporation of new pedagogical methods and techniques, and other efforts at improving teaching
- Evidence of professional development activities such as attending workshops by USF's Academy of Teaching and Learning Excellence (ATLE)
- Peer observations and assessments of instruction
- Teaching awards

II. Evaluation Criteria for Instructor Promotion

A. Overall Criteria

Unlike the process for Tenure and Promotion, the University of South Florida requires the evaluation to employ the ratings of “Outstanding,” “Strong,” “Satisfactory,” “Weak,” or “Unacceptable” for each area of the candidate’s assigned duties. If 100 percent of the candidate’s assignment is in teaching, then the candidate will only be evaluated in that one area. If the candidate has multiple categories of assigned duties (e.g., teaching and administration), then the category with the higher percentage of assignment will be dubbed “the primary assignment,” and the category with the lower assignment, as long as it is greater or equal to 10 percent, will be dubbed “the secondary assignment.”

In accordance with USF policy, a candidate will be promoted if he or she receives a rating of “Outstanding” in the primary assignment and at least a “Strong” rating in the secondary assignment area, if there is one.

B. Teaching Activities and Criteria for Outstanding Evaluation in Teaching

Because teaching is essential to an instructor’s position, it will most likely be the candidate’s primary assignment. Therefore, this document will extensively discuss teaching criteria. Consistent with its mission, SIGS considers outstanding teaching to consist of teaching that effectively guides students in the acquisition of disciplinary knowledge, fosters students’ critical and creative thinking skills, and helps students to develop proficiency in oral and written communication. Candidates may demonstrate outstanding teaching through a variety of teaching activities, including but not limited to:

- Teaching undergraduate and graduate courses
- Developing or substantially revising courses
- Supervising independent studies or undergraduate student research projects
- Supervising or serving on committees for undergraduate honors’ theses, master’s theses, and dissertations
- Submitting grant proposals focused on instruction in the field; being awarded grants
- Publishing scholarly articles related to education in the field
- Attending training and pedagogy workshops
- Participating in Study Abroad
- Supervising internships
- Working on behalf on individual students in the Office of National Scholarships
- Mentoring
- Developing and teaching online courses

While all of the relevant activities listed above will be counted in the assessment of the candidate’s teaching, candidates are not required to participate in all of these activities to be considered “Outstanding.” In particular, although instructors might have an opportunity to teach graduate courses and work with graduate students, many instructors might only teach undergraduate courses.

C. Assessing Teaching

Faculty members will make use of all materials provided in the candidate's file in order to evaluate the candidate's teaching.

Candidates may request peer observations of their teaching for their application file. Peer observations will be conducted by an ad-hoc committee consisting of the Director and other faculty members in a candidate's area of specialty. The committee will make use of ATLE guidelines for observing teaching. Peer observations may be useful but are not required to evaluate the candidate's teaching.

SIGS will consider candidates to have demonstrated "outstanding" teaching if, in their courses and any individual instruction, they demonstrate effective course design (including the selection of course materials that are relevant to the subject matter and appropriately current); rigorous readings and assignments; fair evaluation of, and instructional feedback on, student work; and commitment to the ongoing development of useful teaching methods.

Students' assessments of a candidate's teaching will be taken into consideration, particularly insofar as they can indicate the candidate's dedication and effort in the classroom, respect for students, accessibility to students, and ability to inspire interest in the material. However, given scholarly evidence of validity problems – especially, but not only, where response rates are low – and potential bias with student assessments, SIGS will rely primarily on judgments by faculty, not students, to assess whether candidates have met the criteria for outstanding teaching (as noted above: effective course design, rigorous readings and assignments, fair evaluation of and feedback on student work, and commitment to the ongoing development of useful teaching methods). The consideration of student evaluations will be context dependent, taking into account cases where courses are rigorous and demanding or, conversely, where they lack rigor and/or produce grade distributions well above the Department mean.

D. Assessing Academic Administration

If a candidate has a secondary assignment of at least 10 percent, then most likely it will be an administrative assignment, e.g., Undergraduate Director. If there is no secondary assignment, then this section does not apply.

If relevant, then the candidate's administration will be assessed according to whether he or she is an effective administrator. The candidate should include all relevant supporting documentation in the promotion application. This documentation could include evidence of changes made to a program; curriculum development; conducting assessments; work with the administration, service on Department, College, and University Committees; consultation with the faculty; participation in student recruitment events; and minutes from meetings.

In order to achieve at least a Strong rating in administration, the candidate must show effective administration, which includes demonstrating active leadership, consultation with faculty, representation of the department's needs, working well with the Director and other administrative leaders,

E. Other Areas

In the rare instance that a candidate has more than a 10 percent assignment in another area – e.g., service or research – then the SIGS Tenure and Promotion Criteria will apply.

III. Promotion Levels

A. Promotion from Instructor I to Instructor II

After serving for a minimum of five years as Instructor I, a candidate is eligible for promotion to Instructor II. In order to receive this promotion, the candidate must receive an overall rating of “Outstanding” in the primary assignment – teaching. The aforementioned criteria for assessing teaching will determine this rating. If there is a secondary assignment in most likely Academic Administration, then the candidate must earn at least a “Strong.” The aforementioned criteria for assessing administration will determine this rating.

B. Promotion from Instructor II to Instructor III

After serving for a minimum of five years as Instructor II, a candidate is eligible for promotion to instructor III. In order to receive this promotion, the candidate must receive an overall rating of “Outstanding” in the primary assignment – teaching. The aforementioned criteria for assessing teaching will determine this rating. If there is a secondary assignment in most likely Academic Administration, then the candidate must earn at least a “Strong.” and the aforementioned this rating is determined by the aforementioned criteria. The aforementioned criteria for assessing administration will determine this rating.

Additionally, candidates for instructor II must show that they have engaged in professional development while serving as instructor II. These activities include, but are not limited to, receiving teaching awards, developing innovative pedagogical methods, publishing scholarly articles in their field, frequently attending conferences that pertain to assigned duties, developing innovations that contribute to the mission of SIGS and the University. The instructor’s assigned duties will reflect these expectations.

C. Early Consideration

Although the normal time for promotion is five years, the University allows for early consideration after three years. In order to qualify for early consideration, the candidate must show exceptional progress to the next level. The candidate should consult with the Director to determine if early promotion is warranted. The committee and Director must ultimately determine if the candidate should be promoted early. To demonstrate exceptional progress, the candidate must demonstrate professional development activities, including, but not limited to, receiving teaching awards, publishing scholarly articles related to assigned duties, frequently attending conferences that pertain to assigned duties, developing innovations that contribute to the mission of SIGS and the University.