

## **Promotion Standards for Instructors (approved by COB Faculty in 8/07)**

### **A. Teaching**

#### **Promotion from Level I to Level II**

In order to qualify for promotion to Level II Instructor, candidates should have demonstrated effective teaching in courses assigned to them. Though results for all semesters will be examined, semesters in the latter part of the candidate's career will be given the most weight.

#### **Promotion from Level II to Level III**

In order to qualify for promotion to Level III instructor, candidates should have an established reputation as a highly effective teacher and demonstrate evidence of this effectiveness as measured by quality and performance since promotion to Level II instructor. This includes demonstration of effective teaching as reflected in student evaluations, peer review, and other measures; and commitment to staying current in the field.

#### **Effort Measures**

- Level of courses (Undergraduate; Graduate; & EMBA)
- Number of preparations – also look at release time
- New preparations
- Course development and enhancement
- Distance teaching
- Accessibility
- Internship supervision
- Structured mentorship activities
- Publication of teaching notes, textbooks, textbook chapters
- Teaching innovations
- Number of new skills acquired, certifications, training courses/seminars attended
- Program development
- Outside classroom development activities
- Collaborative teaching
- Interdisciplinary development
- Teaching related activities
- Working collaboratively with staff and advisors

## Quality Measures

### • Rigor

- Grade distributions
- Number and type of assignments
- Number and type of exams given
- Scope and size of course projects and papers

### • Course evaluations

- The weight assigned to student evaluations of teaching shall not exceed and may be less than 40% among the measures considered in the evaluation of teaching performance.
- In general, faculty seeking promotion should have acceptable or reasonable scores on student evaluations and grade distributions for those courses should be reported.
- Faculty members and members of the Peer Review Committee should note that students who earn lower grades may tend to give lower teacher evaluation or assessment scores.
- For the purposes of establishing the candidates' teaching quality, student evaluation averages will be compared to the averages of colleagues at FGCU teaching the same or similar courses. Categories for comparisons may include:
  - ⌚ Undergraduate COB core course
  - ⌚ Undergraduate major required course
  - ⌚ Undergraduate elective
  - ⌚ University level service course
  - ⌚ EMBA
  - ⌚ MBA core
  - ⌚ MBA elective
  - ⌚ Undergraduate distance course
  - ⌚ Graduate distance course
  - ⌚ Discipline (ISM, FIN, ACG, MGT, MKT, etc.)

### • Peer assessment

- Review of course materials, including syllabus and assessment materials
- Review of lecturing and classroom management skills

### • Outcome assessment

- Alumni interviews
- Exit interviews
- Measured learning outcomes

- **Teaching awards and other recognition**

## **B. Service**

### **Promotion from Level I to Level II**

A successful candidate shall demonstrate a continuous level of service related activities. The faculty member must be actively involved in service to the level that is required to be classified as a participating faculty member under the AACSB International standards. This would include both services internal to the university and to the community. Internal examples would include serving on department, college and university level committees and special task forces. Community level service should be shown for the professional and local community. Professional community service could include consulting, employee training and conducting seminars for profit as well as non-profit firms. Local community service could include serving on advisory boards and participating in fund raisers for charitable organizations.

### **Promotion from Level II to Level III**

The faculty member must be actively involved in service to the level that is required to be classified as a participating faculty member under the AACSB International standards. Beyond the level of service required for promotion to Level II, the faculty member must demonstrate an increased level of service to the college and university.

### **Documenting Service**

A successful candidate will document service, noting beginning and ending dates of each task, number of hours committed, and outcome (if any) of the work, including without limitation:

- Involvement in professional organizations
- Student organization activities
- University – committees, leadership roles
- Department – committees, leadership roles
- Leadership roles in community organizations
- College – committees, leadership roles
- Officer in professional organizations
- Involvement in outside boards
- Presentations to community groups
- Organizing symposia, workshops, meetings
- Conducting training sessions for profit and non profit entities
- University consulting
- Private consulting
- Pro-Bono consulting
- Conducting continuing professional education seminars
- Service awards
- Accrediting, licensing, and agency roles

- Involvement in institutes
- Reviewing books for publishers
- Grant applications
- Grants received

## C. Scholarship

### **Promotion from Level II to Level III**

A candidate for promotion from Level II to Level III should make intellectual contributions on a continuing basis appropriate to the College of Business's mission. The production of intellectual contributions represents a core set of responsibilities of higher education for business.

**Basis for Judgment:** The intellectual contributions of College of Business instructors should be viewed as part of the portfolio supporting the COB's particular mission and consistent with accreditation bodies. The body of intellectual contributions will be judged based upon the period deemed appropriate for promotion to Level III.

The following measures should be considered in the evaluation of performance in scholarship. Groupings of scholarship are listed in order of validation by college faculty. Note: Refereed scholarship is weighed more heavily than non-refereed scholarship. Weights given to the other categories will be discipline dependent.

#### *Refereed Scholarship*

- Publications (e.g., journal articles, academic books)
- Cases and case presentations
- Edited works/chapters in books
- Monographs
- Presentations
- Proceedings

#### *Non-refereed Scholarship*

- Publications (e.g., journal articles, proceedings, book chapters, books)
- Cases and case presentations
- Policy papers
- Presentations
- Published book reviews
- Monographs