Conditions for Promotion Consideration of Teaching Faculty:

- A COES faculty member may be considered for promotion to Associate Teaching Professor or Full Teaching Professor after a minimum of five years at their current rank. Faculty members who join Florida Tech mid-career may be eligible for an accelerated path to promotion if authorized by the Provost at the time of hiring.
- The promotion dossier must follow all guidelines provided in FH Appendix 1 Promotion Dossier Format.
- For three years prior to seeking promotion, the candidate should maintain a minimum average rating of “at expectations” or above in teaching and service activities, as assigned by the Department Head and Dean. Any ratings below “at expectations” during that period may be accepted by the Dean if they are thoroughly explained and satisfactorily justified.
- Some candidates may have a scholarship component associated with pedagogy in engineering and science education. The balance between teaching load and scholarship will be determined by the Department Head and Dean.
- Meeting the conditions for promotion consideration does not guarantee promotion. The University Promotion Committee makes the final recommendation to the Provost and President based on the overall faculty performance as defined in the promotion criteria. The promotion criteria are periodically updated based on faculty performance metrics at target tier institutions.

Promotion to the Rank of Associate Teaching Professor

Candidates for promotion to the rank of Associate Teaching Professor must exhibit high-level performance in teaching and service. Candidates with an expected scholarly component must demonstrate innovation and impact.

Teaching

A candidate must:

- Teach courses at levels appropriate to the program with consistently good student and peer evaluations
- Support course assessment for accreditation efforts, as appropriate
- Supervise undergraduate research or capstone design projects
- Work with and train teaching assistants
- Develop or improve courses, labs, or enhance curricula
- Maintain a full-time presence and availability on campus during normal business hours

A successful candidate will typically:

- Receive average teaching evaluations equivalent to 3.5/5.0 or higher from students and peers
- Make significant advancements in the undergraduate and/or graduate curriculum with quantitative positive outcomes
- Have taught different courses at the undergraduate and/or graduate level
- Supervise and mentor undergraduate or capstone design projects
**Service**
A candidate must:
- Actively serve on department, college, and university committees
- Perform undergraduate student advising as assigned
- Participate in professional activities within their field external to the university

A successful candidate will typically:
- Serve on MS thesis and PhD dissertation committees
- Actively participate on department, college and/or university committees

**Scholarship**
For those candidates with a scholarship component, the load distribution will be determined annually and on a case-by-case basis depending on departmental needs and faculty interest. Candidates with expectations of scholarly activity should demonstrate an impact in development and innovation of pedagogy, which results in a strong record of:
- Indexed, peer-reviewed publications in education and pedagogy development
- Citations and recognition of that work by scholars and researchers in their field
- Invited talks and lectures at universities, research centers, and national conferences

The candidate’s body of work will be evaluated both internally according to University and College guidelines, as well as externally for impact by experts in their field.

A successful candidate will typically:
- Produce a publication record in quality journals and well ranked conference proceedings devoted to pedagogy their field of specialty, with a reasonable number of indexed, peer-reviewed publications per year depending on the area (typically a minimum average of 1-2 per year).
- Obtain extramural funding (e.g., federal, state, industry funding) to support pedagogy development and implementation.
- Receive 3 strong letters of recommendation solicited from experts in their field.
- Deliver invited talks at major conferences and peer institutions.
- Participate on professional review committees (e.g., editorial boards, technical committees, reviewer for journals, session chairs in conferences) and/or federal funding agency panels (e.g., NSF, DOD, NASA, NIH).

The performance metrics of the successful candidate described above, such as number of publications and amount of extramural funding, may have some variability depending on the candidate’s specific field of scholarship.

**Promotion to the Rank of Teaching Professor**
Candidates for promotion to the rank of Teaching Professor must exhibit consistent, high-level performance in teaching and service. Candidates with an expected scholarly component must demonstrate sustained and nationally-recognized innovation and impact.

**Teaching**
A candidate must:
- Teach courses at all levels appropriate to the program with consistently good student and peer evaluations
- Lead course assessment for accreditation efforts, as appropriate
- Supervise undergraduate research or capstone design projects
• Work with and train teaching assistants
• Lead efforts to develop or improve courses, labs, or enhance curricula
• Maintain a full-time presence and availability on campus during normal business hours

A successful candidate will typically:
  o Receive average teaching evaluations equivalent to 4.0/5.0 or higher from students and peers
  o Maintain innovative and state-of-the-art course content in a range of courses
  o Participate in a wide range of introductory and advanced courses
  o Supervise and mentor undergraduate or capstone design projects

Service
A candidate must:
• Take on leadership roles in department, college, and university committees
• Perform undergraduate student advising as assigned
• Take on leadership roles in professional activities within their field external to the university
• Participate as a mentor for new faculty in the area of teaching and course development

A successful candidate will typically:
  o Serve on MS thesis and PhD dissertation committees
  o Actively participate and take leadership roles on department, college and/or university committees

Scholarship
For those candidates with a scholarship component, the load distribution will be determined annually and on a case-by-case basis depending on departmental needs and faculty interest. Candidates with expectations of scholarly activity should demonstrate an impact in development and innovation of pedagogy, which results in a strong record of:
• Indexed, peer-reviewed publications in education and pedagogy development
• Citations and recognition of that work by recognized scholars and researchers in their field
• Invited talks and lectures at universities, research centers, and national conferences
The candidate’s body of scholarly work will be evaluated both internally according to University and College guidelines, as well as externally for impact by experts in their field.

A successful candidate will typically:
  o Produce a substantial publication record in quality journals and well ranked conference proceedings devoted to pedagogy their field of specialty, with a reasonable number of indexed, peer-reviewed publications per year depending on the area (typically a minimum average of 2 per year).
  o Obtain extramural funding (e.g., federal, state, industry funding) to support pedagogy development and implementation.
  o Receive 5 strong letters of recommendation solicited from experts in their field.
  o Deliver invited talks at major conferences and peer institutions.
  o Participate on professional review committees (e.g., editorial boards, technical committees, reviewer for journals, session chairs in conferences) and/or federal funding agency panels (e.g., NSF, DOD, NASA, NIH).

The performance metrics of the successful candidate described above, such as number of publications and average annual extramural funding, may have some variability depending on the candidate’s specific field of scholarship.