

# HCC Administration and FUSA Rank Workshop

DTEC 427

September 28, 2018

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**Appendix G**  
**REQUEST FOR ADVANCEMENT IN PROFESSIONAL RANK**

**SECTION I**

Faculty member completes section I and II and forwards to Vice President of Academic Affairs

<i>Faculty member's name:</i> <b>YOUR NAME</b>	<i>Colleague ID Number:</i> <b>ID#</b>
<i>Current rank:</i> <b>RANK</b>	<i>Rank Requested:</i> <b>RANK</b>
<i>Signature:</i> <b>SIGN THE FORM</b>	<i>Date:</i> <b>DATE OF SUBMISSION OR FEB. 1</b>

**Section II: Peer Recommendations**

Faculty member lists names of peers offering written recommendations and includes those recommendations.

<b>(Two required)</b>	<i>1. Peer recommendation:</i> <b>FACULTY MEMBER 1</b>	<i>2. Peer recommendation:</i> <b>FACULTY MEMBER 2</b>
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**ADMINISTRATIVE USE ONLY**

**Section III: Records review by Human Resources Department**

Verification of years of service and current rank

<i>Date of Hire as Full-time Regular Faculty:</i>	<i>Years of Service as full-time regular faculty:</i>
<i>Current rank:</i>	<i>Current rank date:</i>

### Section IV: Review by Professional Rank Committee

Verification that faculty member has met the criteria and has distinguished himself by presenting documented evidence of significant and/or exemplary contributions to the college.

- |  |  |
|--|--|
| 1. Satisfactory evaluations for the five (5) years prior to applying for rank  | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| 2. Successful completion of post-tenure review or equivalent   | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| 3. Letters of recommendation from two peer members   | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| 4. Documented evidence of significant continuing contributions in the following areas, or exemplary in one or more areas:<br><br><b>(Note: You must document contributions in all areas and the committee will evaluate the contributions as not significant, significant or exemplary.)</b><br><br>a. Contributions in College or educational committees<br><br>b. Contributions to the department, the College, or the profession<br><br>c. Participation in professional development activities<br><br>d. Contributions to community groups or projects | <br><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No |

#### Recommendation from Chair, Vice President of Academic Affairs:

I certify that the activities submitted constitute continuing significant and/or exemplary contributions.

Recommend promotion to the rank of:     Associate Professor     Professor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### Section VI: Approval by the President

The recommended professional rank is hereby approved.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Appendix G: Request for Advancement in Professional Rank Instructions and Guidelines to Faculty**

In accordance with Article 6.17, faculty who distinguish themselves through continuing contributions to the College, deemed significant and/or exemplary, may apply for an advancement in rank to Associate Professor and Professor, and, if the rank is approved, be awarded an additional pay step for each rank earned.

Faculty must meet the following minimum qualifications:

### **Associate Professor:**

- A minimum of ten (10) years of full time regular faculty service to the College
- Satisfactory evaluations for the five (5) years prior to applying for the rank
- Successful completion of post-tenure review
- Documented evidence of significant continuing contributions (for five years prior to applying for rank or for any five year period after receiving tenure)

### **Professor:**

- A minimum of fifteen (15) years of full time regular faculty service to the College
- Satisfactory evaluations for the five (5) years prior to applying for the rank
- Successful completion of post-tenure review
- Documented evidence of significant continuing contributions (for five years prior to applying for rank or for any five year period after receiving Associate Professor)

- Note: 1. Faculty who have not completed the post-tenure review process must demonstrate equivalency by including in their rank portfolio their student evaluations and end of year verifications as required for post-tenure review for the five (5) years prior to applying for rank.
2. Faculty who have 15+ years of service with at least 10 years of significant continuing contributions since earning tenure may for both ranks consecutively.

### **The Rank Portfolio:**

To apply for rank, faculty must submit an application along with a portfolio. **The portfolio must be submitted in a 1" or 3" 3-ring binder, contain dividers with tabs for each of the items below, and be organized chronologically.** The portfolio must contain the following:

1. Application (Appendix G: Request for Advancement in Professional Rank)
2. Cover letter/narrative detailing significant contributions (no more than 1000 words)
3. Letters of recommendation from two peer members
4. List of significant contributions in each of the following areas, or exemplary contributions in one or more areas, along with supporting documentation where appropriate:
  - a. Contributions in College or educational committees;
  - b. Contributions to the department, the College or the profession;
  - c. Participation in professional development activities.
  - d. Contributions to community groups or projects;
5. Copies of satisfactory faculty evaluations
6. Evidence of completed post-tenure review

### **Implementation and Application:**

1. Effective Fall 2017, faculty who meet the criteria may apply for rank. Applications and portfolios must be submitted to the Vice President of Academic Affairs **by February 1.**

2. Faculty who can demonstrate they previously earned rank via submission of a rank portfolio and approval of by a professional rank committee will be awarded the corresponding pay steps, for a maximum of two steps.
3. Faculty who previously earned rank without a portfolio or approval by a professional rank committee may keep their current rank, albeit without the corresponding pay steps. However, faculty may reapply for rank using the new criteria and earn the additional pay steps.
4. Faculty who are awarded rank but have already reached Step 30 will receive a one-time lump sum equivalent to one additional step for each professional rank earned.

<b>Rank Timeline</b>	
<i>Exception: If a timeline date falls on a holiday, break day, or weekend, the timeline date shall be the immediate business day prior.</i>	
<b>By February 1</b>	Faculty member submits <i>Request for Advancement in Rank</i> and rank portfolio to the Vice President of Academic Affairs
By March 31	The Professional Rank Committee makes recommendations to the College President
By May 1	The College President or designee provides written notice to the faculty whether or not they will be awarded rank.
At the start subsequent fall term	New rank and pay steps go into effect.

## Rationale/Support for Rank Promotion 2016-2019 Contract

The 2016-2019 contract restructures the current rank system to create a meaningful process that recognizes and rewards faculty members whose exemplary services and contributions to the college go well above and beyond their contractual obligations. This motivational, merit-based plan provides a high return to the college in both productivity and recognition.

Faculty may apply for rank promotion in fall 2017. If approved, additional steps will be awarded to the faculty in Fall 2018:

### **Year 3 (2018-2019) Steps Awarded for Merit-based Rank Promotion**

- A new rank system will be implemented, with a return to the pre-2010 merit based rank system:
  - Instructor: All non-tenured faculty
  - Assistant Professor: 5 years of service, automatically awarded upon earning tenure
  - Associate Professor: 10 years of service, with exemplary contributions to the college
  - Professor: 15 years of service, with exemplary contributions to the college
- Promotions to Associate Professor and Professor require a faculty portfolio and approval by a rank committee, and faculty will earn an additional step for each rank upon approval.
- Faculty may apply for merit-based rank in fall 2017. Steps for rank will be awarded Fall 2018.
- Any faculty at Step 30 who is awarded rank will receive a lump sum equivalent to a step.

### **Guidelines for Exemplary Contributions**

The following pages contain the rationale for rank promotion, along with numerous examples of exemplary contributions made by the faculty.

### **Support for Rank Promotion**

The following represents a small sample of faculty contributions that go above and beyond their contractual obligations. These efforts are undertaken, without compensation, because they provide and create unique experiences, opportunities, community partnerships, and forums that enhance the teaching/learning experience for their students, strengthen the college, and promote HCC. These efforts demonstrate the desire of the faculty, in good faith, to construct and sustain a dynamic learning environment, community relationships, and positive working environment where their knowledge, skills, and abilities are valued and relied upon. While summaries have been categorized below into three areas (Contributions to the College, Program/Course Enhancements and Affordability Efforts, and Community Outreach, Diversity, and Relationship Building), some of the global themes found throughout this section include:

- Freely sharing subject-matter expertise with the community (local and nation-wide), students, organizations, and administration
- Serving on various campus committees that aim to improve effectiveness and assist in the overall operation of the college
- Exploring and implementing ways to increase cost effectiveness of programs, textbooks and materials, and general college business practices
- Attending and participating in professional development and community service activities that often far exceeds the minimum number of required hours by the college
- Serving as advisors for student clubs, associations, and national societies
- Representing HCC on various local, state, and national professional associations, planning boards, and accreditation bodies

## Contributions to the College

### TOPIC: SB1720

- **Summary:** SB 1720 passed the Florida Legislature in May 2013. The bill dismantled the existing state developmental education program. The bill designated only four acceptable delivery methods moving forward. Dozens of faculty across Developmental Reading, Writing and Math began meeting over the summer of 2013 to work on the redesign of the developmental program. These meetings were outside of faculty's contractual agreement, and were conducted with no supplemental compensation. As an indication of the time and effort invested over that summer, just the math department had 20 – 25 faculty meet 6 times for an average of 5 hours each time. That equates to a minimum of 600 – 750 man-hours of uncompensated time. The work done over the past year included: curriculum redesign, program modifications, new course creations, course outcome updates, hours of research for new software, coordination with advising, creation of advising scripts, and countless meetings on individual campuses and across the district. The effects of SB 1720 ultimately effected every department at HCC, not just the developmental programs. Compliance with SB 1720 became a massive institutional effort requiring countless hours of work across the entire college.
- **Impact:** HCC submitted a comprehensive plan for the redesign of the developmental education program to the state. HCC ultimately received State approval, issued from Chancellor Hanna.

### TOPIC: Computer Proficiency Exam – Development & Maintenance

- **Summary:** Computer Science faculty from all campuses worked to create and maintain an in-house computer and technology proficiency exam as an option to meet the AA graduation requirement. Tasks involved include researching national standards, creating test bank, and updating material (on going).
- **Impact:** Standardizes the proficiency exam across all campuses. Cost savings were realized for both the college and students by using the expertise and knowledge of faculty to create and maintain such an exam (vs. using an outside company or vendor).

### TOPIC: Digital Compliance (ADA)

- **Summary:** A group of faculty from various disciplines-took the initiative to address ADA compliance related to online and hybrid course offerings based on a Federal court ruling. Faculty worked over winter break and organized a meeting with Dr. Atwater before the start of semester to discuss concerns and garner support. An official task force has since been formed consisting of faculty and staff from across the college.
- **Impact:** Significant cost savings to the college by proactively creating a plan to address ADA compliance issues related to digital course content (to avoid a potential lawsuit).

### TOPIC: Phi Theta Kappa (PTK) – Faculty Advisors

- **Summary:** Approximately 10-12 faculty members serve as advisors for the HCC campus chapters of PTK which involves managing community service projects and serving as a liaison between HCC and the national PTK office.
- **Impact:** Maintains the opportunity for eligible students to be a part of a nationally recognized, prestigious honor society.

### TOPIC: Graduation Commencement Speaker

- **Summary:** Speech faculty facilitate a campus-wide speech contest to select the commencement speaker. The entire process is planned and managed by a group of faculty members.
- **Impact:** Provides an opportunity for college community to participate in the selection process and results in a speaker for commencement.

## Program/Course Enhancements

### TOPIC: Quality Enhancement Plan (QEP)

- **Summary:** Dozens of faculty members participated in the Quality Enhancement Plan (QEP) by identifying gateway courses and developing interventions that would result in higher success rates and increased knowledge, skills, and abilities. Courses included CGS 1000, CHM 1025, ECO 2023, ENC 1102, MAC 1105, and PSY 2012.
- **Impact:** Variety of teaching/learning approaches/initiatives were identified to increase success and effectiveness of instruction.

### TOPIC: HCC Dale Mabry Guitar Series

- **Summary:** Dale Mabry faculty created and grew the classical guitar series into a professional concert series featuring international prize winning artists. Attendance has grown to approximately 250 people per concert, which includes college students/faculty/staff as well as approximately 100 people from the community. Concerts now include a Student Spotlight portion that highlights a young local classical guitarist, usually from a local high school.
- **Impact:** Increased visibility of the classical guitar series in the community due to online advertising, local radio advertising, electronic sign on Dale Mabry Hwy, local guitar organizations, and local high schools (recruitment). Increased reputation of the program in professional organizations in the community, as well as among local high schools. Provides opportunities for students to experience a variety of concerts to broaden their concert etiquette and their knowledge of music. Provides an opportunity for community concertgoers to visit the campus and see a professional level program.

### TOPIC: Entrepreneurial Program

- **Summary:** Business faculty took the initiative to investigate demand for a college credit certificate in entrepreneurship. Resulting efforts included surveying 1555 students and 57 industry representatives to understand need, seek input, direction, and help with certificate development. Additionally, grants totaling \$20,000 to assist with research, design, and development efforts were secured.
- **Impact:** Increased visibility of the program in the community (recruitment) and faculty response to community/industry/student need. Positive impact on local economy.

### TOPIC: Microsoft Technical Associate (MTA) Exams

- **Summary:** A Dale Mabry computer science faculty member volunteers her time to proctor and administer MTA exams to HCC students each semester.
- **Impact:** Students can sit for industry certification exams on-campus in a familiar setting with their instructor vs. having to go to a testing center.

### TOPIC: EAP Pinning Ceremony

- **Summary:** EAP faculty organized a pinning ceremony for students who complete EAP sequence. This includes arranging for speakers, event set-up, refreshments, creating certificates, creating the ceremony program, and recruiting volunteers to assist with the event.
- **Impact:** Provides a formal way to recognize the accomplishments of those students who have gone through the EAP program and increases connection to the college.

**TOPIC:** Publications and Conference Presentations – Library Faculty

- **Summary:** Members of the Library faculty have a combined total of over 20 publications and conference presentations on a variety of subject-matter topics. Additionally, they continue to serve on a variety of statewide and national organizations related to library science.
- **Impact:** Increased reputation of HCC, improved networking opportunities, and enhanced information exchange among those in the field.

**TOPIC:** Honors Institute Collaboration

- **Summary:** Dale Mabry history and speech faculty member has volunteered time and expertise to give a number of presentations, lead discussion groups, and assist with the orientation process for the Honors Institute.
- **Impact:** Students benefit from cross-disciplinary approach to learning and gain knowledge from a subject-matter expert.

**TOPIC:** Veterinary Technology Program

- **Summary:** Vet tech faculty member has volunteered his time to conduct surgical procedures such as fracture repairs, complicated dental work, and endoscopic exams, at local shelters in order to create optional, non-credit lab opportunities. Students do not receive credit but it provides them with a practical experience and the animals with needed care. Additionally, several students will work with the faculty to conduct original research (over the course of one year) and will be encouraged to present and publish their findings.
- **Impact:** Students receive practical experience in a “real-world” setting and cultivate relationships with local organizations and community partners.

**TOPIC:** Program Review Committees

- **Summary:** Each year faculty are asked to chair or co-chair program review committees which review data develop a comprehensive report detailing trends, effectiveness, cost, diversity, strengths, weakness, and areas of improvement.
- **Impact:** The committee identified expected outcomes, assessed the extent to which it achieved these outcomes, and provided evidence of improvement based on analysis of the results.

**TOPIC:** Learning Communities Initiative

- **Summary:** Several faculty members have created learning community classes that serve as a collaborative student cohort experience, often interdisciplinary, where participation in linked courses cultivates learning through a global theme, a common syllabus, shared assignments, assessments, and objectives using innovative team teaching techniques.
- **Impact:** Collaborative teaching opportunities, increased retention, and higher levels of student academic performance. Service to the community.

## **Affordability Efforts**

**TOPIC:** Free Note Packets

- **Summary:** Dale Mabry math faculty collaborated to create note packets for students to use in a variety of math classes. The effort drew upon expertise and experience of numerous math faculty who volunteered their time over the past several years to create the resources (without additional compensation).
- **Impact:** Greatly reduced textbook and course materials cost for students (charged for print cost only). Additionally, provided a free resource to help students succeed.

**TOPIC:** Free Course e-Text

- **Summary:** Dale Mabry computer science faculty collaborated to write their own course text for CGS 1000 sections and identify free, quality resources. Required over six months of meetings, research, and writing to complete (without additional compensation).
- **Impact:** Eliminated the textbook cost for the second largest course offering, historically, at the college.

## **Distance Education**

**TOPIC:** Distance Education

- **Summary:** For more than 10 years, the HCC administration has urged faculty to expand the number of distance learning offerings at HCC. Since then, faculty have collectively spent hundreds of hours creating online courses in all disciplines, and continue to attend training and continuously update and improve distance learning offerings. In the last four years alone, the number of course offerings has increased by over 45%. Through the work of the faculty, it is now possible for students to earn a degree completely online. This is true of the AA degree, and in two specialized areas of Optometry and Criminal Justice.
- **Impact:** Increased the number of distance learning courses the college offers (state PECO funds implications and to meet demand by students and industry).

## **Community Outreach, Diversity Initiatives, and Relationship Building**

**TOPIC:** Focus International

- **Summary:** Focus International is a college-wide faculty-led effort to provide opportunities to learn about and appreciate a variety of cultures while encouraging life-long learning and enhancing international partnerships in our community. Events and activities included student conferences, book reads, Guatemala dinner (in conjunction with Dale Mabry culinary program), and travel abroad opportunities. Faculty (and staff) volunteer their time to work together to organize, plan, and support the efforts of the group.
- **Impact:** Provides opportunities for students to be exposed to a variety of cultural traditions, the promotion of diversity, and an extraordinary enhancement to the classroom experience.

**TOPIC:** Paint Your Heart Out Tampa! – HCC Team

- **Summary:** A Dale Mabry math faculty member has organized and led a Paint Your Heart out Tampa (volunteer-based house painting program for low-income, elderly Tampa residents) HCC team for 24 years. Over 80 HCC students, faculty, and staff participated this past year.
- **Impact:** Increased visibility and involvement of HCC faculty in local community service related initiatives. Awarded the Gregory Waksman Team Captain of the Year award for “outstanding contribution and significant positive impact on the Tampa community”.

**TOPIC:** Sustainability – Local Community and HCC

- **Summary:** An Ybor accounting instructor participated in the Landscape Expo at FishHawk Ranch, which entailed the creation of an informational kiosk and networking with local residents to sustainability efforts. Additionally, he has been involved in college-wide and Ybor campus efforts to increase sustainability practices.
- **Impact:** Networking with community members/organization and increased visibility, involvement in local community, and potential cost savings to the college (when initiatives are implemented).

**TOPIC:** College-Wide Diversity Council Events

- **Summary:** A Brandon campus Sociology instructor has volunteered to host a series of women forums (wellness and domestic violence) during Women's History Month in conjunction with the Equity and Diversity Office's Diversity Council college-wide events initiative. Other diversity council events faculty have worked on included LGBT, dialogues on race, and cultural awareness.
- **Impact:** Provides a forum to explore issues related to women, promotes diversity awareness, and creates an avenue for information dissemination.

**TOPIC:** Ybor Music Programs

- **Summary:** Faculty have expanded on off-campus opportunities for student group performances to include fundraiser for The Spring, HCC Presidential Showcase, HCC Ybor City Campus SGA Black History Month, HCC Foundation Golf Classic, community concerts (each semester), HCC Commencement Ceremony, Ybor Chamber of Commerce Annual Christmas Luncheon, and HCC All College Day.
- **Impact:** Increased visibility of the program in the community, increased reputation of the program, and provides opportunities for students to performance/gain experience.

**TOPIC:** VITA Free Income Tax Preparation

- **Summary:** Business and Accounting faculty sponsor free income tax preparation service to the Tampa community. This past year faculty volunteered 15 days and completed over 500 returns that resulted in over \$500,000 in refunds.
- **Impact:** Increased visibility of the program in the community, increased reputation of the program, and provides opportunities for free income tax preparation to the local community.

**TOPIC:** International Festival

- **Summary:** EAP faculty member on the Dale Mabry and Ybor campuses organizes an International Festival that highlights a variety of different cultures, countries, and/or regions. Responsibilities assumed by the faculty in planning this event include working with SGA on dates, set up planning committee, facilities requests/AV needs, advertising/PR, coordinate student groups, food items, and registration.
- **Impact:** Provides opportunities for students, HCC faculty/staff, and the general public to be exposed to a variety of cultural traditions and promotes diversity.