Item: <u>AS: I-2</u>

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
Tuesday, November 17, 2020

SUBJECT: **FACULTY UPDATE BY THE PROVOST**

PROPOSED COMMITTEE ACTION

No action is necessary. This item is only informational.

BACKGROUND INFORMATION

Dr. Bret Danilowicz, provost and vice president for academic affairs, will give a general update on faculty numbers, promotion and tenure, faculty highlights, and SPOT scores.

IMPLEMENTATION PLAN/DATE

N/A

FISCAL IMPLICATIONS

N/A

Supporting Documentation: PowerPoint Presentation

Presented by: Dr. Bret Danilowicz, Provost and VP for Academic Affairs   **Phone:** 561-297-3062

Faculty Update

I. Faculty Profile Fall 2017 - 2019

II. New Faculty Profile Fall 2020

III. Tenure

    a. Faculty Tenure Timeline

    b. Promotion and Tenure Process

    c. Tenure Application Stats & Turnover

    d. Standards of Evaluation

IV. Student Perception of Teaching (SPOT)

V. Performance Improvement Plans

VI. COVID Initiatives by Faculty

I. Faculty Profile

Fall 2019	
887	Full-time Instructional Faculty
55%	Male
45%	Female
68%	White
13%	Asian
8%	Hispanic
7%	Black
4%	Other categories
48%	Tenured
21%	Tenure Earning
31%	Instructors

II. New Faculty FY2020

- 51 new full-time faculty (*loss of 76 full-time faculty for a net of -25*)

- About 50% are tenure track, about 50% are non- tenure track

- New hires for all FAU colleges

- New faculty have terminal degrees from institutions such as Boston University, Northwestern, UC Davis, Penn, and many more.
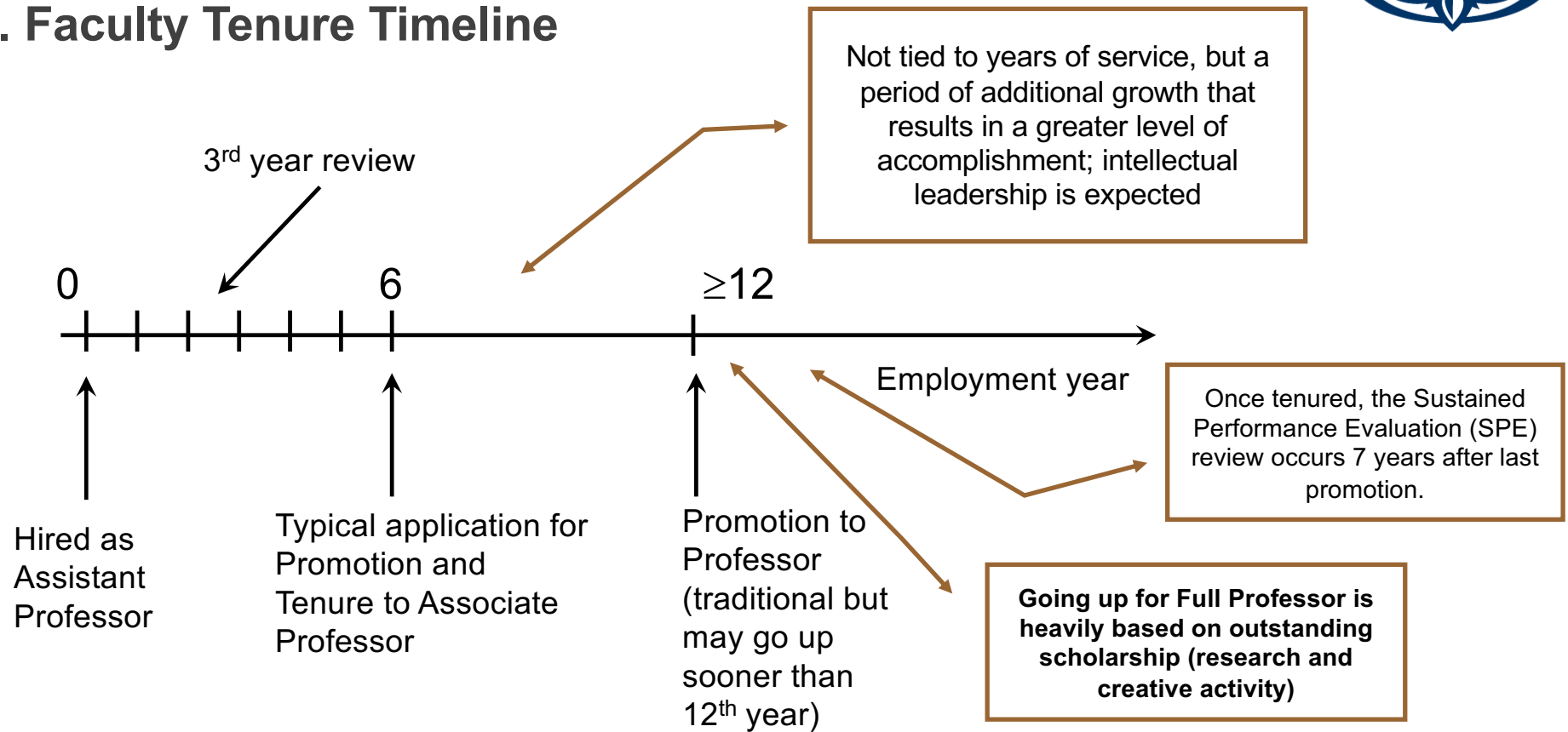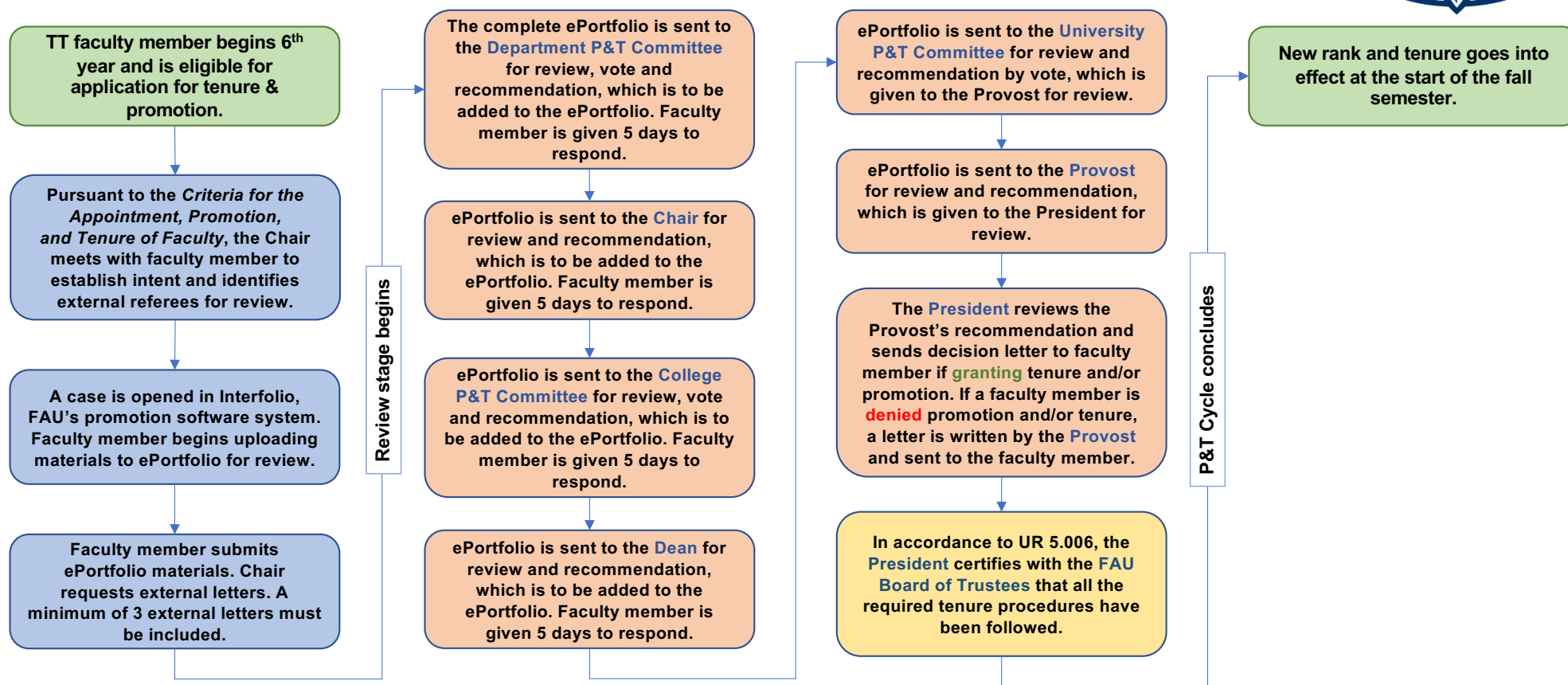
III. Tenure

- Tenure at Florida Atlantic University is the recognition that the person so honored is an established member of the academic profession, possessing a terminal degree or qualification appropriate to the discipline, and having clearly demonstrated the commitment and ability to continue to be a scholar, contributing to the field of knowledge through original work and quality teaching in the best traditions of the professoriate. A candidate for tenure will also have demonstrated commitment through service to the University and, if appropriate, to the community and profession.

- Promotion and Tenure committees at the department level, college level, and university level make recommendations to the Provost, and ultimately the Provost to the President. The President makes the final decision to grant tenure.

- All 94 public Research Tier 1 universities go through a faculty tenure process.

- Research Tier 1 Public Universities in Florida: FIU, FSU, UCF, UF, USF

a. Faculty Tenure Timeline

Not tied to years of service, but a period of additional growth that results in a greater level of accomplishment; intellectual leadership is expected

3rd year review

0   6   ≥12

Employment year

Once tenured, the Sustained Performance Evaluation (SPE) review occurs 7 years after last promotion.

Hired as Assistant Professor

Typical application for Promotion and Tenure to Associate Professor

Promotion to Professor (traditional but may go up sooner than 12th year)

Going up for Full Professor is heavily based on outstanding scholarship (research and creative activity)

b. Promotion and Tenure Process: May to May, in a given year

TT faculty member begins 6th year and is eligible for application for tenure & promotion.

Pursuant to the *Criteria for the Appointment, Promotion, and Tenure of Faculty*, the Chair meets with faculty member to establish intent and identifies external referees for review.

A case is opened in Interfolio, FAU's promotion software system. Faculty member begins uploading materials to ePortfolio for review.

Faculty member submits ePortfolio materials. Chair requests external letters. A minimum of 3 external letters must be included.

Review stage begins

The complete ePortfolio is sent to the Department P&T Committee for review, vote and recommendation, which is to be added to the ePortfolio. Faculty member is given 5 days to respond.

ePortfolio is sent to the Chair for review and recommendation, which is to be added to the ePortfolio. Faculty member is given 5 days to respond.

ePortfolio is sent to the College P&T Committee for review, vote and recommendation, which is to be added to the ePortfolio. Faculty member is given 5 days to respond.

ePortfolio is sent to the Dean for review and recommendation, which is to be added to the ePortfolio. Faculty member is given 5 days to respond.

ePortfolio is sent to the University P&T Committee for review and recommendation by vote, which is given to the Provost for review.

ePortfolio is sent to the Provost for review and recommendation, which is given to the President for review.

The President reviews the Provost's recommendation and sends decision letter to faculty member if granting tenure and/or promotion. If a faculty member is denied promotion and/or tenure, a letter is written by the Provost and sent to the faculty member.

In accordance to UR 5.006, the President certifies with the FAU Board of Trustees that all the required tenure procedures have been followed.

P&T Cycle concludes

New rank and tenure goes into effect at the start of the fall semester.

Board of Trustees Involvement in Tenure Process Across SUS

University	BOT Role in Tenure Process
FAU	The President shall make the final decision on the granting of tenure and promotion. For tenure cases, the President will certify to the Board of Trustees that all required procedures have been followed.
FSU	The [tenure] process culminates in a final decision by the President, who then reports the general results to the Board of Trustees.
UCF	The final decision of promotion and recommendation regarding tenure will be made by the Provost and President. Tenure becomes official with final approval of the Board of Trustees.
FIU	The President is responsible for ensuring that approved tenure applications are forwarded to the Board of Trustees with the appropriate information. The Board of Trustees reviews all tenure applications for final decision.
USF	Tenure is a status granted by the Board of Trustees upon recommendation of the President. The decision is not final until approved by the Board of Trustees.
UF	The Provost makes the final decision concerning promotion and permanent status nominations. The Provost makes a recommendation concerning tenure nominations to the Board of Trustees. Tenure decisions are made by the Board of Trustees, typically in June.

c. Tenure Application & Turnover Stats

Assistant Professor Terminations*				
	AY 17-18	AY 18-19	AY 19-20	Grand Total
Before 3 Years	1	5	3	9
Between 3 and 6 Years	4	5	3	12
Grand Total	**5**	**10**	**6**	**21**

*Terminations include university initiated terminations (for cause), as well as resignations, retirement, and deceased faculty.

Applications for Tenure and Promotion to Associate Professor				
Year	Applications	Withdrawals	% Success	% Denials
2017-2018	9	0	100%	0%
2018-2019	19	2	94%	6%
2019-2020	40	1	97%	3%

d. Standards of Evaluation

Procedure for P&T Criteria Development

1) Initiate the process
   a. Benchmark with peer institutions or aspirational peers
      i. No less than 5 institutions should be submitted to Dean's Office

2) Units draft proposed criteria
   a. Drafts are reviewed by unit administrator through open dialogue
   b. Draft goes to all FT faculty to review for two weeks prior to full faculty vote
   c. Draft changes go to all faculty within the unit for a vote to adopt changes

3) Final recommendations with faculty support are submitted to Dean's Office

4) Dean provides feedback to unit. A new vote is taken if changes occur.

5) Final submission of revised criteria is submitted to Provost's Office for approval

6) Units should post date-stamped criteria to website upon final approval

7) Next review should occur once 5 years have passed

IV. Student Perception of Teaching (SPOT)

- Data from Fall 2019

Question	Average	Range
1. Covered what was stated in the course objectives.	1.2	1-4
2. Communicated ideas effectively.	1.4	1-4
3. Gave useful feedback on coursework.	1.4	1-4
4. Encourage students to think critically.	1.3	1-4
5. Showed respect for students.	1.2	1-4
6. Instructor's overall teaching effectiveness.	1.7	1-5
1= Completely Agree/Excellent, 4= Completely Disagree, 5= Poor		

V. Performance Improvement Plans

- CBA Article 10.3(c)(4) – If a faculty member receives the lowest 2 scores in any evaluation area (5 point scale), the supervisor and employee *must* develop a performance improvement plan.

- Plans contain measurable goals with objectives that are reviewed at specific dates during the year. Goals are based on the areas in need of improvement with expectation that problem areas will be remediated prior to next evaluation. The faculty member usually works with chair or a mentor on a weekly, monthly, or quarterly basis.

Examples of methods for improvement include:

Teaching
- Assign master teacher or senior faculty member to work with faculty member
- Assign faculty member to team teach class with faculty member
- Require faculty member to attend appropriate teaching workshop(s)

Research
- Assign research mentor from within department or elsewhere in university
- Establish a relationship between faculty member and the Division of Research, which offers workshops and mentors

VI. Faculty Highlights – COVID-19 Initiatives

COVID-19 Contact Tracing Certificate Program
- The Christine E. Lynn College of Nursing launched an online public health certificate course on COVID-19, contact tracing and risk-reduction. The FAU certificate course provides background on the steps and resources necessary to set up a contact-tracing program including the primary components of a contact-tracing protocol, including investigating cases, tracing contacts, isolation, quarantine, social distancing, and monitoring cases.

College of Business
- Dr. Rebel Cole has created a website that consolidates Covid-19 related testing and hospitalization data in Florida and each of its counties. The open access webpage explains how data is reported and provides a chart-based interface for an easy visualization of the data.

College of Engineering and Computer Science
- Dr. Manar Dhanak of the College of Engineering and Computer Science led research using flow visualization to demonstrate how far a cough travels and how long it lingers in the air. Initial results from the experiment have important implications for how we protect the public from highly infectious diseases. The findings on face masks were published in the journal Physics of Fluids, and the study was picked up by dozens of news outlets.
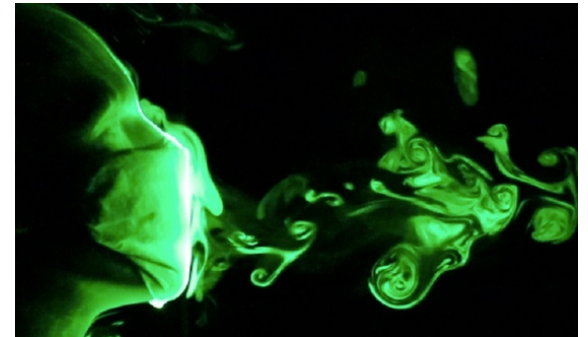
Thank you!

Questions?

Appendix A

Additional information on how departments are comparing their standards of faculty evaluation to peer and/or aspirant Carnegie Research 2 Universities.

Minimum Criteria for P&T Across Departments

Biological Sciences Department Comparison of Peer and Aspirant R2 Institutions

Comparison of Peer and Aspirant R2 Institutions					
University	US New & World Report Ranking	# undergrads (K)	# grads (K)	Endowment (millions)	Comparison
Florida Atlantic University	**272**	**25**	**5**	**227**	FAU
Cleveland State U	298	19	2.5	7.4	Peer
Georgia Southern U	293	23	3	56	Peer
Central Michigan U	249	19	2.5	190	Peer
Bowling Green State U	246	19	4	138	Peer/Aspirational
Kent State U	211	21	5.5	138	Aspirational
Illinois State U	197	20	2.5	148	Aspirational
East Carolina U	194	23	6	212	Aspirational
Ball State U	192	17	5.5	213	Aspirational
Miami U	91	19	2.5	558 (!)	Highly Aspirational
U of Texas San Antonio	75	28	4.5	172	Highly Aspirational

Minimum Criteria for P&T Across Departments

Example 1. Biological Sciences Department P&T Criteria

Criteria	Associate	Full
Teaching	• Participation in undergraduate and/or graduate courses. • Competence as demonstrated by student evaluations, peer review, and/or other evaluation vehicles. • Service as a member of M.S. and/or Ph.D. committees.	• A high level of competence in undergraduate and graduate teaching as demonstrated by student evaluations and peer review. • Promotion of the field by involvement in curriculum design, development of new courses, and/or promotion of interdisciplinary teaching approaches, or other appropriate innovations in pedagogy.
Research	• Publication of research results in refereed journals. Publications must include results obtained while employed at FAU. • Application for and/or attraction of sufficient funding to support research and train graduate students. • Involvement as a committee member in research training of other students. • Directing research performed by M.S. and/or Ph.D. students. • Engaging undergraduate students in research projects. • Presentation of candidate's research at professional conferences or similar venues.	• Maintenance of active research programs. • Continued application for and attraction of funding for research and graduate student training. • Publication of peer-reviewed articles in reputable national and international journals. • Recognition as a leader in one's field at national and international levels. • Directing research performed by M.S. and/or Ph.D. students. • Attendance and participation in national and international conferences.

Minimum Criteria for P&T Across Departments

Example 1 continued. Biological Sciences Department P&T Criteria

Criteria	Associate	Full
Service	• Participation on departmental/college/or university committees. • Public service (e.g., guest lectures, judging science fairs, and other profession-related activities) or service in professional societies at national and international scientific meetings. • Promotion of discipline and the University through invitation of outside speakers to the Department, and organizing scientific conferences and symposium. • Services as a peer reviewer for scientific journals and grant agencies.	• Participation on departmental, college or university committees, community, and state activities. • Public services such as guest lectures, judging science fairs, and other profession-related activities, or services in professional societies or at national and international meetings. • Promotion of discipline through invitation of outside speakers to the Department, and organizing scientific conferences and symposium. • A heavy administrative assignment must be considered as service in the evaluation of candidates
Stature in the field/profession	N/A	• Stature in the field/profession is judged by letters of evaluation. Evidence of national and international recognition is demonstrated through invitations to give seminars and symposium presentations, invitations to organize symposia and national and international professional conferences, activities on editorial boards or peer review panels of granting agencies, authorship of books or book chapters, and other relevant awards or honors.

Minimum Criteria for P&T Across Departments

Example 2. Theater and Dance Department P&T Criteria

Criteria	Associate	Full
Teaching	• Excellent traditional classroom and studio teaching • Active supervision and coaching of student production activity; both in rehearsal and performance • Effective academic advisement of students • Demonstrated expertise in Instructional design, course management, student evaluation • Performance assessed through frequent peer review of teaching, Student Perception of Teaching scores for every course, annual teaching portfolio review by Chair.	• Continued excellence in activities listed under Associate. • Ability to conduct master classes and workshops at regional and national level • Conference presentations on pedagogical innovations in field • Publishing on pedagogical innovations in field • Regional and National recognition of student performances • Performance assessed through frequent peer review of teaching, Student Perception of Teaching scores for every course, annual teaching portfolio review by Chair.
Research	• Presentation of papers before professional organizations on aspects of acting or directing • Direct department student productions. • Earn membership in professional union as appropriate, such as Actor's Equity Association. • Performances in professional theatre company productions on and off campus. • Active engagement at arts festivals or competitions at the local, regional, national, or international level.	• Continued excellence in activities listed under Associate. • Regular professional engagement with a recognized theatre or production company at a local, regional, national or international level (acting, directing, etc.). • National and international recognition at festivals and competitions. • Successful application for grants (NEA, NEH, foundations, etc.) • Coaching of actors in the private/professional sector

Minimum Criteria for P&T Across Departments

Example 2 continued. Theater And Dance Department P&T Criteria cont'd

| Criteria	Associate	Full
Research cont'd	• Performance is assessed through peer review, professional reviews of performances in Arts periodicals and regional/national press, juried competitions, awards.	• Performance is assessed through peer review, professional reviews of performances in Arts periodicals and regional/national press, juried competitions, awards.
Service	• Member of professional association. • Member of a university or college committee. • Acting as an advisor to a student organization. • Service on committees within the department. • Active recruitment of students, including visitations to secondary schools, participation in professional conferences for purposes of recruiting, and any arranged admissions auditions. • Preparation of students within the department for auditions outside the university. • Service to public schools or other educational institutions. • Participation in local, state, regional or national theatre service organizations. • Media interviews in support of the department, college or university. • Assessment through annual evaluations, third year review, P&T review	• Chairing a university or college committee. • Officer in a national organization. • Serving as peer reviewer at other universities. • Service as a consultant to internal or external organizations. • Serving as a chairperson of a department, as a director of a departmental program, or in any other administrative capacity within the department. • Audience development. • Fundraising. • Assessment through annual evaluations, Sustained Performance Review, P&T review.

Appendix B

Additional examples of faculty that are leading initiatives relative to the COVID-19 Pandemic.

## VII. Faculty Highlights – COVID-19 Initiatives
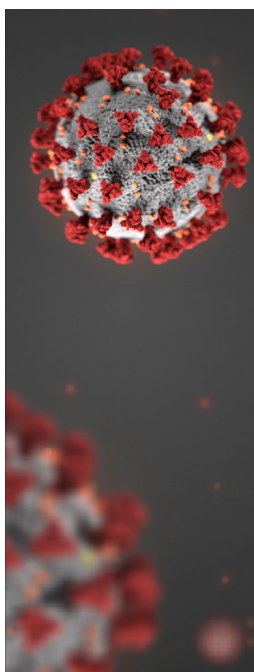
Charles E. Schmidt College of Medicine

- **Dr. Janet Robishaw, and Dr. Joanne Krasnoff:** Research developing predictive algorithms for COVID-19 infection in FAU health care workers. In this project, they will perform weekly testing of up to 200 FAU College of Medicine MD residents and faculty for a period of up to three months. They are currently in the process of enrolling participants for this project.
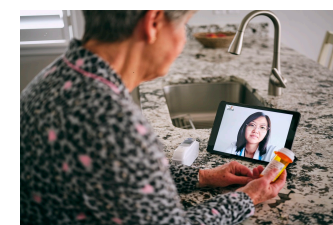
Charles E. Schmidt College of Medicine and Christine E. Lynn College of Nursing

- **Dr. Michael DeDonno, Dr. Ximena Levy, and Dr. Joy Longo:** Their research study titled Reactions to Covid-19 Pandemic: A Society Perspective will explore behavioral and emotional outcomes due to the COVID-19 that seeks to inform ways we can minimize stress and anxiety within the population.
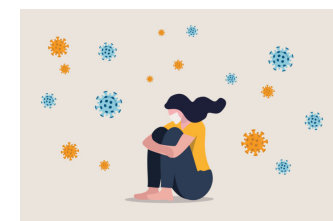
College of Business

- **Dr. Neeraj Puro and Dr. Scott Feyereisen's** research study can help U.S. hospitals understand the extent they are prepared for a future wave of the pandemic. Their research study, which was recently published in the Journal of Rural Health, assessed the impact that tele-health can have on rural and urban health systems.

VII. Faculty Highlights – COVID-19 Initiatives
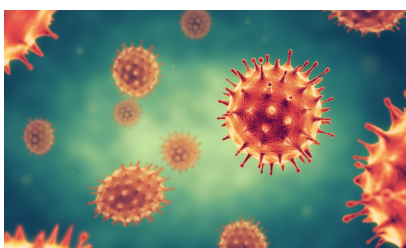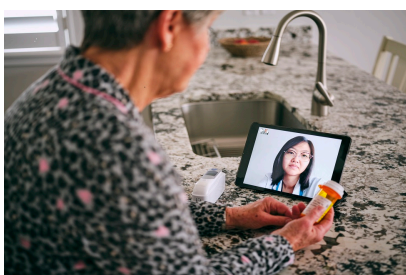
Charles E. Schmidt College of Medicine

- **Dr. Michael DeGiorgio** from the **Charles E. Schmidt College of Medicine**, recently received a grant from the National Science Foundation to create a web-based COVID-19 knowledge base and risk evaluation tool, using machine learning and molecular genetics.

- **A team of scientists from Florida Atlantic University's Charles E. Schmidt College of Medicine** is implementing a three-pronged approach to predict coronavirus disease (COVID-19) infection in healthcare workers on the frontline of the pandemic. Led by **Dr. Janet Robishaw**, senior associate dean for research and chair of the Department of Biomedical Sciences, the FAU research team is part of a global study, TemPredict, spearheaded by the University of California San Francisco (UCSF). TemPredict includes two groups: frontline healthcare workers and the general population. The study uses a smart ring, the Oura ring, which tracks the body's heart rate, temperature, movement and sleep to determine whether the physiological data it collects combined with responses to daily symptom surveys, can predict illness symptoms. The thick, silver ring, which resembles a wedding band, is worn around-the-clock to continuously provide data in real-time. The data alerts the user and the researchers of physiological changes that might indicate that they are developing an infection.
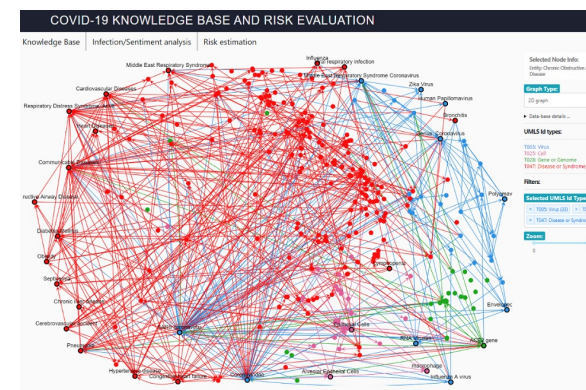
VII. Faculty Highlights – COVID-19 Initiatives

College of Engineering and Computer Science

- **Dr. Borko Furht**, professor in the Department of Computer and Electrical Engineering and Computer Science, and director of the NSF Industry/University Cooperative Research Center for Advanced Knowledge Enablement (CAKE), FAU's College of Engineering and Computer Science, will use an innovative risk score approach in modeling and predicting COVID-19 spread.

- **Dr. Taghi Khoshgoftaar:** Co-author and Motorola professor in the department of computer and electrical engineering and computer science from the College of Engineering and Computer Science employed a novel application of supervised machine learning and predictive modeling to demonstrate and validate the cross-sectional utility of MemTrax as a clinical decision support screening tool for assessing cognitive impairment.

College of Social Work and Criminal Justice

- **Dr. Sameer Hinduja,** professor in the school of criminology and criminal justice studies cyberbullying and safe social media use concerns that have paralleled with the exponential growth in online communication by young people due to social distancing.

VII. Faculty Highlights – COVID-19 Initiatives

PERSONAL PROTECTIVE EQUIPMENT (PPE)

- Medical students from the Charles E. Schmidt College Medicine collected and donated more than 23,000 items of personal protection equipment (PPE) to Baptist Health South Florida's Bethesda Hospital East's emergency department. The medical school's FAU COVID-19 Pandemic Response Team, which includes four committees, spearheaded this project.

- The School of Architecture recently received a grant of $19,367 from the Community Foundation of Broward to purchase equipment to make face shields that are in high demand for the protection of frontline workers and first responders during the COVID-19 pandemic. Professors, staff and students from the FAU School of Architecture are using 3D printers in their homes and on campus to manufacture personal protection equipment (PPE) for COVID-19 pandemic workers.

- With major shortfalls of personal protective equipment for health care workers around the world, a team from the College of Engineering and Computer Science and the FAU Institute for Sensing and Embedded Network Systems Engineering (I-SENSE) began creating a simple solution to rapidly produce protective face shields with an initial order of 4,000 face shields.

- Florida Atlantic University's Cane Institute for Advanced Technologies at A.D. Henderson University School (ADHUS) and FAU High School is doing its part to help stop the spread of coronavirus (COVID-19) by creating 3D printed personal protective equipment (PPE). Students ranging from ages 5 to 18, along with two faculty members, have worked tirelessly to create 3D printed face shields, intubation chambers and ear savers for several local hospitals in Palm Beach County.

Appendix C

Additional information on how students evaluate faculty performance, from 2019 through 2019.

VII. SPOT Questions 1 & 2

1. Covered what was stated in the course objectives.		Fall 2017	Fall 2018	Fall 2019
% Selecting Response	Completely agree	81.8%	83.6%	83.2%
	Somewhat agree	14.2%	13.0%	13.2%
	Somewhat disagree	2.4%	2.1%	2.3%
	Completely disagree	1.3%	1.2%	1.3%
	No Response	0.1%	0.1%	0.1%
	MEAN	**1.23**	**1.21**	**1.22**

2. Communicated ideas effectively.		Fall 2017	Fall 2018	Fall 2019
% Selecting Response	Completely agree	71.6%	73.4%	72.8%
	Somewhat agree	18.5%	17.9%	17.4%
	Somewhat disagree	6.0%	5.5%	6.0%
	Completely disagree	3.3%	2.9%	3.4%
	No Response	0.4%	0.4%	0.4%
	MEAN	**1.41**	**1.38**	**1.40**

*Answers ranked 1 – "completely agree" through 4 – "completely disagree"

VII. SPOT Questions 3 & 4

3. Gave useful feedback on coursework.		Fall 2017	Fall 2018	Fall 2019
% Selecting Response	Completely agree	71.3%	71.4%	70.8%
	Somewhat agree	17.6%	17.5%	17.5%
	Somewhat disagree	6.5%	6.8%	70.1%
	Completely disagree	4.0%	3.8%	4.2%
	No Response	0.5%	0.5%	0.5%
	MEAN	1.43	1.43	1.44

4. Encourage students to think critically.		Fall 2017	Fall 2018	Fall 2019
% Selecting Response	Completely agree	77.6%	77.8%	78.0%
	Somewhat agree	15.7%	15.8%	15.4%
	Somewhat disagree	3.7%	3.8%	3.8%
	Completely disagree	2.3%	2.1%	2.3%
	No Response	0.5%	0.5%	0.5%
	MEAN	1.30	1.30	1.30

*Answers ranked 1 – "completely agree" through 4 – "completely disagree"

VII. SPOT Questions 5 & 6

5. Showed respect for students.		Fall 2017	Fall 2018	Fall 2019
	Completely agree	85.6%	85.4%	85.9%
% Selecting Response	Somewhat agree	9.7%	10.0%	9.6%
	Somewhat disagree	2.1%	2.3%	2.2%
	Completely disagree	1.7%	1.6%	1.6%
	No Response	0.7%	0.7%	0.7%
	MEAN	**1.20**	**1.19**	**1.19**

6. Rate your instructor's overall teaching effectiveness in this course.		Fall 2017	Fall 2018	Fall 2019
	Excellent	61.1%	62.0%	62.2%
% Selecting Response	Very Good	18.2%	18.1%	17.8%
	Good	10.8%	10.9%	10.4%
	Fair	5.3%	5.1%	5.4%
	Poor	3.3%	3.0%	3.4%
	No Reply	0.9%	0.9%	0.9%
	MEAN	**1.7**	**1.7**	**1.7**