

### Department Clarification “Framework”

Department: Arts, Humanities, and Social Sciences

Clarifications formally approved on:

### Departmental clarifications:

#### 1.0 Instruction

**Core Criterion: A faculty member must clearly be contributing to the instructional mission by demonstrating proficiency and breadth in instructional quality and capacity.**

#### 1.2 Overall Criterion Considerations & Requirements

##### 1.2 (A) A faculty member must clearly be contributing to the instructional mission

The Department of Arts, Humanities, and Social Sciences values its special role at Florida Poly as a core STEM university. AHSS courses are central to ensuring that graduates in engineering and applied sciences carry with them a depth of understanding, communication skills, and conceptual resources sufficient to produce strategies and solutions that “consider public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.” (ABET Criterion 3, Student Outcomes 2 & 4.)

##### 1.2 (B) Instructional effectiveness

The department embraces thoughtful and effective use of instructional technology to enhance learning and engagement but does not require faculty to utilize any specific tools or methods.

Pedagogical practices remain consistent with best practices in active, student-centered learning as practices in our disciplines with strong consideration of the unique Florida Poly population.

##### 1.2 (C) Student assessment of instruction

The Department encourages thoughtful reflection on and use of student comments on courses and instruction.

##### 1.3 Factors to consider in terms of “effort”

Teaching occupies a large percentage of faculty time. Class sizes reflect AHSS courses as writing intensive in nature, which require frequent (weekly) grading with substantive commentary on student written work and often significant time in and out of office hours. There are no graders for AHSS courses.

##### 1.4 Factors to consider in “quality”

Faculty in their dossiers may present evidence that their courses are custom designed to draw from cultural theory and practices as they intersect STEM subjects; this does require a great deal of time and effort in conceptualizing and planning the course. Faculty will also deliver courses that may be more “pure humanities” because a hallmark of a good humanities program is that students broadly benefit from studies in human social behavior and can apply or translate that knowledge to novel circumstances.

### **1.5 Further Criterion Considerations**

The department encourages faculty to pursue professional development opportunities including scholarship in teaching and other areas related to a faculty member's (instructor and senior instructors) potential teaching portfolio at Florida Poly. In AHSS, the research behind scholarship is often closely related in terms of focus, time, and effort that goes into development for specialized or upper-level courses. Publication or instruction are the products of this activity.

The Writing Center: The Department's Writing Center serves all students and on occasion faculty in advancing the quality of communication among our students and colleagues. Writing center activity is fundamentally instructional in nature and supports all curricula but may also include programming or support activities in areas such as career fairs and other student professional development opportunities. Writing Center coordination and other administrative work are noted in Service and are essential for effective operations and evaluation of services; this work includes developing, delivering, and participating in research-driven and regular training of faculty in compliance with our certification requirements. Faculty will present in their dossier their activity in the writing center as appropriate.

### **2.0 Research or Other Creative/Scholarly Activities**

**Core Criterion: a faculty member has a unique and scholarly expertise in their field and has activity that aligns with this professional direction.**

While specific research focus is common at institutions that have a disciplinary department and corresponding degree program in a specific discipline, this is not the case for AHSS at Florida Poly. Accordingly, the department subscribes to a generalist model where faculty are encouraged to carve out a primary area of focus consistent with their background but free to explore in a range of different areas consistent with their professional responsibilities and career trajectories.

The AHSS Department does not offer a bachelor's or master's degree nor is it likely that the department would serve on graduate committees in anything other than a nominal way. This means that opportunities to mentor and work with students on research in AHSS disciplines are rare and not something a reviewer should expect to see. One relevant caveat is that the Department's Writing Center actively participates in research related to its field and collaborates with undergraduate and graduate students in its development and publication.

Scholarship in some AHSS disciplines (e.g., history and literature) tends to emphasize single-author (or, occasionally, dual-author) journal articles, book chapters, edited collections, and monographs that typically developed via multi-year projects. Scholarship in other AHSS disciplines (e.g., technical communications and economics) regularly includes both multiple- and single-author publications. Most mechanisms for strictly numerical or quantitative ranking of academic journals are applicable to science and engineering publication, whereas "Statistical information about which humanities journals are considered better than other journals is not easy to find and is not especially trustworthy," according to Princeton University's guide to journal rankings. (Faculty in their dossier will need to explain their particular publication venue). The assumption here is that all publications are peer reviewed.

The publishing cycle in AHSS is long, typically 18 months at a minimum. In general, faculty should be able to show they are working on a well-conceived plan for research and/or creative project(s) that should include work in one or more of the following stages in a given academic year—in planning, in progress, under consideration.

## 2.2 Further Criterion Considerations

This section divides activity between research/scholarship and creative work as the specific differences are notable. The basic valuation of output, however, is approximately the same.

- Research/Scholarship in AHSS typically includes (ordered from most highly valued to less highly valued)
  1. Scholarly or creative books, monographs, edited collections of scholarship or creative work, critical editions.
  2. Journal or literary magazine publications or work included in edited collections.
  3. All other
    - Conference presentations (which only occasionally result in “proceedings”)
    - Book Reviews reflect a commitment to the profession, a recognition of status within the profession, and while comparatively ephemeral in nature are nonetheless indicators of faculty quality and engagement. Reviews are comparable to conference presentations in stature.
    - Encyclopedia entries
    - Conducting research aimed at enhanced teaching and mentoring of graduate, undergraduate and K–12 history students;
    - Non-refereed interdisciplinary publications such as reports;
    - Public scholarly engagement such as media interviews, documentaries, museum exhibitions, or non-refereed publications.
- Note—translation work in any of the above is also appropriate.
- Creative Work (all clarifications assume appropriate publishing outlets; see notes).
  - One short story, essay (creative non-fiction), one-act play, or five poems (in one annual cycle) published in appropriate venues constitutes an equivalent effort as a journal publication in the same or another field.
  - “Chapbooks” (less than full-length collections of poems, typically in the 25-40 pp. range) are equivalent to approximately 3-4 journal publications. Work that is anthologized, in any genre, is equivalent to a journal article in the same or another field for each instance.
  - Novels, plays, full-length short-story or creative non-fiction essay collections, or full collections of poetry published in appropriate venues are equivalent to books. These are quite commonly multi-year projects.
  - Sponsored/invited readings—typically a byproduct of publication—are similar in value to conference presentations but notable for being reflective of a growing reputation.
  - Notes:
    - Most literary journals, contests, publishers charge a nominal submission or reading fee. This is **not** the same as pay-to-play publications in the slightest. Submission fees in no way guarantee acceptance. Editorial judgment is paramount.

- Manuscripts under review by an agent (typically fiction, creative non-fiction) or agency reflect a positive trajectory toward a potential “commercial” presence. This process is fraught with difficulty, and one can spend as much if not more time working on acquiring an agent than on the work itself. Evidence of this effort can come in a variety of forms and while one may be tempted to compare it to courting a grant agency, the “award” rate is in the 0.01% range. Lack of success should not be seen as lack of effort.
- Valid publication outlets for creative work typically include university presses or university-sponsored journals; however, numerous independent and free presses with long established reputations exist and are often greater in stature than some University presses. One method of assuring quality of the publication outlet is for candidates to identify other contributors published in the same journal, anthology, or other authors published by the same press.
- Fine and Performing Arts: Where and when applicable, productivity in this area will be further clarified. Public presentations/performances are typically highly valued activities that require substantial preparation, coordination, and curating above and beyond the work itself.

### 2.3 Proposal and grant application

Funding flows in AHSS are relatively small and infrequent and should not be an expectation for AHSS faculty. Any awards earned, however, in support of education or research are encouraged and appreciated. Similarly, it is unlikely that AHSS faculty would produce a patent.

### 3.0 Service

**Core Criterion: a faculty member is contributing to their department and profession in a positive way.**

Clarifications listed below.

### 3.2 Criterion Considerations

Faculty in AHSS have more or less set service roles within the department. These include certificate advisors, writing center administration, and other standard departmental roles. Writing Center administration is typically assigned to one individual and noted as “service” on the FARE form. For most faculty, Writing Center work is designated as instructional activity. Faculty are also assigned University service roles such as curriculum or policy committees and so on.

Additional service contributions may include effort in student success initiatives, accreditation activities, organizing and coordinating campus events (e.g., fine arts performances), and other efforts that go beyond the scope of defined University committees or departmental work.

### 3.3 Special Consideration of Administration Contribution

The special administrative contribution that is included in the university criteria applies to the AHSS department just as it does to all other academic departments. Faculty that have contributed in this manner must have their contribution considered seriously, as the criteria notes.

### 4.0 Overall recommendation

**Core Criterion: a faculty member demonstrates strong, ongoing contribution to the University, ability to perform their full suite of duties with a high degree of quality and independence by demonstrating**

**accomplishment in teaching, appropriate trajectory in research, and service that positively advances the University, department, and program.**

Clarifications listed below on section 4.2.

N/A.