

Promotion and Tenure Guidelines
Department of Educational and Human Sciences
College of Education and Human Performance
University of Central Florida

The promotion and tenure process recognizes and protects professional excellence in an individual's academic career. It is recognized that there is no single model that can prescribe competence and excellence across all disciplines within the College of Education and Human Performance. This document is intended as a series of general criteria appropriate for assisting individuals in establishing objectives to meet their professional goals in the College of Education and Human Performance at the University of Central Florida. The evaluation of candidates for promotion and tenure must reflect their assignment and, with reference to those assignments, be based primarily on their accomplishments in instruction, research and other scholarly or creative accomplishments, and service.

Faculty members are expected to meet the highest standards for their disciplines. The completion of minimal criteria does not guarantee promotion and/or tenure.

Candidates should refer to promotion and tenure guidelines contained in the most recent UCF BOT-UFF Collective Bargaining Agreement, as well as the Promotion and Tenure Regulations. The peer review process entails examination by colleagues from within and outside the institution.

Items may be listed under only one category (scholarship, instruction or service). There is to be no duplication of entries within a category (e.g., if a candidate meets the requirements of publishing an edited book for promotion to the rank of professor, the candidate cannot cite authorship of a chapter in that same book as an additional indicator, unless that chapter is listed as a non-refereed chapter). The sections that follow highlight the minimal expectations for promotion and tenure.

Tenure

Tenure implies a life-long commitment to instruction, scholarship and service at the university level. A person receiving tenure will, minimally, have a strong record of continuing scholarship, high quality teaching, and meaningful service to the college, university, and profession. Teaching, scholarship, and service will be viewed in relationship to the total number of years the individual has brought in or has been employed in a tenure track position at the University of Central Florida. (Candidates for tenure may elect to have scholarship activities throughout their professional career considered.) Criteria for tenure evaluation shall be based on criteria used for promotion to the rank of associate professor. Criteria for tenure evaluation for full professor shall be based on criteria used for promotion to the rank of full professor. Application for tenure shall ordinarily be made during the 6th year of continual full time service at the University of Central Florida.

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Promotion to Associate Professor

Promotion to the rank of associate professor means that the candidate has demonstrated a continuous record of exemplary research and scholarship as reflected by the candidate's academic assignment. Scholarship is viewed in relationship to the total number of years brought in from another institution or earned at UCF in the college or university in a tenure-track position. The promotion decision generally will consider the degree to which the candidate's research, scholarship or other creative activities are a cumulative series of projects rather than a series of unrelated products, are related to the candidate's primary teaching assignment, and are closely related to the professional service activities of the candidate. The candidate will present evidence of high quality teaching performance, must demonstrate excellence in scholarship, as well as appropriate professional service at the state, national, and/or international levels. There must be evidence that the candidate is on a path of becoming nationally recognized in the respective discipline. The application for promotion to associate professor is usually made in conjunction with application for tenure, normally during the individual's sixth year of continuous service at the University of Central Florida.

Criteria

Promotion to the rank of associate professor shall be based upon the professional performance to include the following:

Teaching – Evidence of high quality teaching performance include syllabi that are updated frequently, performance assessment of students, use of appropriate technology, and content that is based on literature/empirical evidence.

The following factors will be considered:

- When appropriate, syllabi should reflect standards of accrediting agencies or professional organizations.
- Supervision of interns, serving as the faculty liaison between the university and a school or appropriate agency, advising, mentoring, serving as a member of thesis or dissertation committees are important examples of contributions to the teaching component.
- Documentation that student and collegial feedback is used to improve instruction.
- Evidence of modeling the reflective teaching process.

Scholarship/Publication/Creative Activity – Scholarship refers to quality and productivity during the entire evaluation period in rank and involves a determination of whether the candidate is moving towards a focused research agenda that will gain national recognition.

The following factors will be considered:

- Evidence of research and other creative activity that includes, but not limited to, published books; articles and papers in national and/or international professional refereed journals; refereed papers presented at national meetings of professional societies; externally funded grant activities; and research.

- Creative activities that have resulted in publication, display or performance presentations are viewed as enhancing a candidate's portfolio but are considered secondary.
- While state and regional refereed publications and professional presentations are of value, preference is given to national and/or international contributions.

Service – Service refers to ongoing efforts that extend professional or discipline-related contributions to the community, the state, national and/or international communities.

The following factors will be considered:

- Evidence of service to practitioner related service in schools, agencies, or another appropriate setting.
- Service includes contributions to scholarly and professional organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals at the state, regional, national, and/or international levels.
- Program development activities, serving as program coordinator and accreditation activities.
- Participation in service processes of the university through significant activity on committees, councils, and senates beyond that associated with the expected responsibility to participate in the governance of the university through participation in regular departmental or college meetings.

Promotion to Professor

Promotion to the rank of professor means that the candidate has made a significant impact on his or her respective field. The review process for promotion to the rank of professor will take into account all of the criteria for promotion to associate professor with additional attention given to the development of a focused line of research and the establishment of a reputation for scholarly work at the national and/or international levels. It is also expected that the candidate will present evidence of high quality teaching performance as well as commendable professional service at the state, national and/or international levels. In addition to excellence in scholarly work that receives national and/or international recognition, the candidate will demonstrate outstanding teaching and professional service.

Criteria

Promotion to the rank of professor shall be based upon the professional performance to include the following:

Teaching – Evidence of high quality teaching performance include syllabi that are updated frequently, performance assessment of students, use of appropriate technology, and content that is based on literature/empirical evidence.

The following factors will be considered:

- When appropriate, syllabi should reflect standards of accrediting agencies or professional organizations.

- Supervision of interns, serving as the faculty liaison between the university and a school or appropriate agency, advising, mentoring, serving as a member or chair of thesis or dissertation committees are important examples of contributions to the teaching component.
- Documentation that student and collegial feedback is used to improve instruction.
- Evidence of modeling the reflective teaching process.

Scholarship/Publication/Creative Activity – Scholarship refers to quality and productivity throughout the academic career and involves a determination of whether the candidate has established a national and/or international reputation for a scholarly line of work.

The following factors will be considered:

- Evidence of research and other creative activity that includes, but not limited to, published books; articles and papers in national and /or international professional refereed journals; refereed papers presented at national and/or international meetings of professional societies; externally funded grant activities; and research.
- Creative activities that have resulted in publication, display or performance presentations are viewed as enhancing a candidate's portfolio, but are considered secondary.
- While state and regional refereed publications and professional presentations are of value, preference is given to national and/or international contributions.

Service – Service refers to ongoing efforts that extend professional or discipline-related contributions to the community, state, national and/or international communities.

The following factors will be considered:

- Evidence of service to schools, agencies, or other appropriate institutions.
- Service includes contributions to and leadership in scholarly and professional organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals at the state, regional, national and/or international level.
- Program development activities, serving as program coordinator and accreditation activities.
- Participation in service processes of the university through significant activity on committees, councils, and senates beyond that associated with the expected responsibility to participate in the governance of the university through participation in regular departmental or college meetings.