Approved by Faculty Excellence:
Effective 2023-24 Promotion Cycle

DEPARTMENT CRITERIA FOR INSTRUCTOR/LECTURER PROMOTION
Department of Anthropology
Revised in Committee: March 23, 2022
Approved by Department Faculty: March 28, 2022

Introduction

Department criteria for promotion are intended to serve as standards and guidelines that reflect the broad disciplinary and academic interests of the Department as well as the various sub-disciplines of faculty members. This document describes the core principles and procedures for promotion which support high academic standards and ensure a comprehensive, rigorous, and fair review of the candidates.

It is expected that the candidate's portfolio will be consistent with recognized professional standards for the ethical conduct of research and publication, as enunciated, in the American Anthropological Association, Society for American Archaeology, and American Association of Biological Anthropologists Codes of Ethics (if applicable per Faculty In-Unit Assignments).

The Department of Anthropology adheres to the College of Sciences Criteria for Instructor and Lecturer Promotion and the University of Central Florida Regulation 3.0176 Instructor and Lecturer Faculty Promotion. Faculty should consult the above documents with regard to the following:

1. General guidelines, including eligibility and portfolio requirements.
2. Department and College Promotion Committee structure
3. Overall process initiated by the faculty request and proceeding through the Provost final decision

Performance Categories for Promotion

The Department of Anthropology recognizes three basic categories of assigned activities as essential to the promotion process as described in the Instructor/Lecturer Department AESP. These are: (1) Instructional Activities, (2) Service Activities, and (3) Research Activities. Typical activities for each area of activity are listed below in non-hierarchial order. In some cases, other non-specified activities may be considered acceptable.

Instructional Activities

1. Documentation of effectiveness and innovation in course design and pedagological practice. May be demonstrated via the following:
    a. Course syllabi representing each assigned teaching modality (e.g., face-to-face, online, or mixed-mode) during the review period. The syllabi must show clear communication

of course objectives and learning outcomes that convey the most relevant information, ideas, and/or skills that students should acquire from those courses.

    b. Developing a new course or courses to enhance the curriculum. May be either an approved (catalog) course(s) or a special topics course(s) that receives approval at the university level.

    c. Makes substantial changes to an existing course(s) (e.g., changing instructional mode, changing to a laboratory class, significantly revising a majority of lectures, changing textbooks or textbook editions, changing the majority of required readings).

    d. Evidence of experiential learning practices, (e.g, independent studies, student research projects, internships, theses, dissertations, study abroad programs, directed research, HUT, SURE, RAMP, McNair) or other outcomes that facilitate active learning and student skill acquisition.

    e. Evidence of teaching excellence through a TIP or College or University Excellence in Undergraduate or Graduate Teaching award(s) and/or other internal or external recognition.

2. Documentation demonstrating course delivery effectiveness and evidence of student learning should be provided on the extent to which students mastered stated learning objectives. May be demonstrated via the following:

    a. Student Perception of Instruction (SPoI) scores and grade distributions contextualized for all courses of record.

    b. Peer evaluations of teaching (e.g., Departmental faculty and/or Chair evaluation, Faculty Center for Teaching and Learning [FCTL], Center for Distributed Learning [CDL] Instructional Designer).

    c. Innovative course materials that improve course delivery, access, and/or advance student learning. Examples of student work showing mastery of stated learning outcomes. Other evidence of student success as appropriate for the sub-discipline, specific course(s), and course mode(s) of delivery.

3. Documentation of efforts demonstrating a commitment to improve teaching performance and effectiveness. May be demonstrated via the following:

    a. Participation in pedagogical workshops and/or conferences that resulted in the implementation of different pedagogical approaches, course designs, or assignments.

    b. Research on student learning that improved teaching practices.

    c. Incorporation of student feedback to make improvements.

    d. Participation in UCF course redesign initiatives.

    e. Publication of educational material (e.g., textbooks, learning modules, manuals).

    f. Create or adopt course materials and resources to improve textbook and/or educational resource affordability and access, which results in improved student access and/or performance (e.g., UCF's AIM High textbook affordability program, the development of Open Education Resources or equivalent programs).

    g. Achieve Quality or High Quality course designation(s) as outlined by CDL and/or Student Accessibility Services (SAS) or equivalent review by UCF, state, or national review boards.

Service Activities

1. Evidence of service and leadership to UCF. May be demonstrated by (but is not limited to) the following:
   a. Serve on departmental, college, and/or university committees or initiatives.
   b. Serve in leadership positions at the department, college, and university level (e.g., Faculty Fellow, department coordinator, faculty advisory board, or service committee chair).
   c. Serve on departmental, college, and/or university assessment efforts.
   d. Advise organized student groups.
   e. Organize UCF conferences, colloquia or workshops.
   f. Evidence of service leadership through awards and recognition.

2. Participating in community engagement activities. May be demonstrated via the following:
   a. Serve through work outreach, volunteering, guest lectures, or profession-related service.
   b. Serve in leadership positions related to professional discipline.

Research Activities

1. Evidence of research related activities, if assigned. May be demonstrated via the following:
   a. Conducting scientific and educational research.
   b. Publications in peer-reviewed and editorial-reviewed venues (e.g., journals, book chapters, conference proceedings, or educational outreach publications).
   c. Contributions to state, regional, and national and/or international conferences.
   d. Leads or substantially contributes to project proposal and/or report writing.
   e. Leads or substantially contributes to a successful external funding proposal.
   f. Evidence of research excellence through internal or external awards and recognition.

Criteria for Promotion to Associate Instructor/Lecturer

Applicants for promotion to Associate Instructor or Lecturer are expected to demonstrate both depth and breadth across these categories as appropriate to their assignment and current rank. This is demonstrated through a record of teaching excellence and service leadership as described in the three performance categories listed above.

Criteria for Promotion to Senior Instructor/Lecturer

Applicants for promotion to Senior Instructor or Lecturer are expected to demonstrate additional depth, breadth, impact, and leadership across these categories as appropriate to their assignment and current rank. This can be demonstrated through a sustained record of meeting or exceeding departmental expectations. Essential is a continued emphasis on teaching excellence and leadership in addition to breadth in service to UCF as well as the anthropological discipline or community as described in the three performance categories listed above.