

## UCF Department of Chemistry Criteria for Instructor/Lecturer Promotion

Approved by Department vote on 8/11/2022

This document provides guidelines for evaluating the application of those faculty seeking promotion to Associate or Senior Instructor/Lecturer in the Department of Chemistry. Instructor/Lecturer assignments are varied. While teaching is typically the primary duty for faculty in Instructor/Lecturer positions, some also have research and/or administrative assignments. The following criteria focus on ways to demonstrate excellence in teaching, and other activities, considering that assignments differ across instructional faculty.

Categories 1, 2, 3, 5 below are expected from all candidates. Categories 4 and 6 could be considered by all candidates and must be considered for candidates with FTE assignments in these categories. Applicants may demonstrate excellence in ways other than those listed in this document and are not expected to demonstrate excellence in every activity listed below. For promotion to Associate Instructor/Lecturer, applicants are expected to demonstrate sustained excellence, depth, and breadth across categories appropriate to their assignment and department expectations. In addition to the expectations for promotion to Associate Instructor/Lecturer, applicants for promotion to Senior Instructor/Lecturer should demonstrate evidence of impact and leadership across one or more categories as appropriate to assignment.

### 1. **Teaching and Course Design.** Course design and opportunities provided for students to learn.

May be demonstrated by the following:

- a. Clear communication of the most important information (facts and other kinds of core knowledge), ideas (theories, approaches, perspectives, etc.), and/or skills (laboratory skills, problem-solving skills, creative skills, writing skills, etc.) that students should acquire from courses.
- b. Course outcomes that can be used as evidence of student knowledge, understanding, and/or skill acquisition (e.g, learning objectives, course objectives).
- c. Learning experiences and teaching methods that promote knowledge acquisition, understanding, interest, and/or excellence (e.g., adopting practices supported by pedagogical research, high impact teaching practices, etc.).
- d. Designing new courses and/or revising course delivery for alternative formats (e.g., face-to-face [P mode] course to a mixed-mode [M] or online [W] format).
- e. Earning course designations including but not limited to: Quality/High Quality designation for online [W] and mixed-mode [M] courses; high impact practices (HIP) course designations such as research intensive (RI), integrative learning experience (IE), service learning (SL), global learning (GL).
- f. Making substantial course revision from year to year that improves course delivery and/or content.
- g. Collaborating with other classes/faculty via guest lectures/workshops, co-teaching arrangements, and/or additional curricular assistance.

2. **Measuring Student Learning.** Effectiveness of course delivery and evidence of student learning. Documentation should be provided to demonstrate the extent to which students mastered stated learning objectives.

May be demonstrated by the following:

- a. Contextualized Student Perception of Instruction (SPI) scores and/or grade distributions (e.g., class size, level, modality, regular/honors, required/not-required, etc.)
- b. Peer evaluations of teaching (e.g. evaluation/feedback by other faculty members at the department, college or university).
- c. Pre- and post-test evidence of learning gains.
- d. Innovative course materials.
- e. Other evidence of student success, as appropriate for the discipline and classes taught.

3. **Professional Development.** Documentation of efforts made to sustain high quality and/or improved teaching and how these efforts have resulted in changes in teaching and student learning.

May be demonstrated by the following:

- a. Self-reflection of perceived issues in teaching and attempts to address them.
- b. Incorporating student and/or peer feedback to make improvements.
- c. Research/creative work (formal/informal) on student learning that has resulted in changed teaching practices.
- d. Attendance/presentation at local, regional, national, and international pedagogical workshops and/or conferences that resulted in different pedagogical approaches, classroom design, or assignments.
- e. Continuing education coursework in the discipline.
- f. Other professional development on topics such as diversity and inclusion, conflict resolution, supervisory roles, etc.

4. **Mentorship and Advising.** Evidence of engagement with students/peers outside of formal instructional activities.

May be demonstrated by the following:

- a. Individual student supervision and success of students, outside of the classroom, such as work with graduate and/or undergraduate learning/teaching assistants, supervision of student research, seminar advising, internship supervision, community engagement activities, independent studies, Honors Undergraduate Thesis, etc.
- b. Demonstrated efforts to enhance student engagement and success outside of scheduled classroom time, such as the use of additional resources for success and/or additional review sessions.
- c. Student advising such as assistance with career planning and preparation; assistance with progression towards the degree, etc.

- d. Awards and other recognition of student advisees as stemmed out of the mentoring/advising activities.

5. **Service.** Active engagement in service and/or leadership activities.

May be demonstrated by the following:

- a. Serving on committees at UCF (department, college, and/or university level).
- b. Serving in leadership positions at UCF (department, college, and/or university level) (e.g., undergraduate coordinator).
- c. Evidence of engagement in advising organized student groups.
- d. Mentoring of peers including faculty, teaching assistants, and K-12 teachers.
- e. Serving on candidacy, thesis, and dissertation committees.
- f. Serving in external leadership/service positions related to applicant's discipline (such as positions in professional associations, journal reviewer, associate journal editor, etc.).
- g. Involvement in community engagement activities related to applicant's discipline (K-12 mentoring, etc.).
- h. Service related to curriculum alignment and development within and external to the university.
- i. Other service and/or leadership activities.

6. **Other.** Other activities and/or accomplishments that are primarily related to the annual assignment may include activities above and beyond assigned duties.

May be demonstrated by the following:

- a. Conducting research.
- b. Peer reviewed publications such as journal articles, book chapters, etc.
- c. Contributions to local, state, regional, national and/or international conferences.
- d. Grant and proposal submission.
- e. Other recognitions, accomplishments, and/or awards. Such examples include but are not limited to college or university awards, awards from academic organizations, awards from industry and professional organizations, recognition of outstanding student performance that resulted from work with the faculty member, or other awards which demonstrate excellence.
- f. Contributions to accreditation and assessment. Including but not limited to ACS accreditation, FEPAC accreditation, program assessment at the department, college, and/or university level, etc.
- g. Evidence of effectiveness and impact in any "other assigned duties" including administrative roles.

### **Senior Instructor/Lecturer**

Senior Instructors/Lecturers must continue to demonstrate the qualities outlined above for promotion to the rank of Associate Instructor/Lecturer. In addition, consideration for promotion to Senior will include leadership. Evidence of leadership may include but is not limited to the following.

- Serving in department, college, and/or university level leadership positions at UCF (e.g., undergraduate coordinator, administrative service or appointments, chairing committees at the department, college, and/or university levels).
- Serving in external leadership positions related to the applicant's discipline (e.g., positions in professional associations, journal reviewer, associate journal editor, etc.).
- Pedagogical leadership at the campus, state, and/or national level.
- Coordination or mentoring of other faculty, graduate teaching assistants/instructors.
- Organizing and/or leading conferences or workshops.
- Coordinating efforts to improve undergraduate and/or graduate programs at the Department/college/university level.