

Criteria for Instructor/Lecturer Promotion
College of Undergraduate Studies
University of Central Florida

These are the guidelines for promotion recommendations for Instructors and Lecturers within the College of Undergraduate Studies. The College of Undergraduate Studies (CUGS) is committed to honoring and rewarding various patterns of activity and productivity. The departments and units within the CUGS are unique in terms of faculty responsibilities and expectations. These criteria are to be utilized for assessing activities and should be used as guidelines rather than precise and inflexible rules. Activities other than the suggested criteria below may be considered at the discretion of the Department or Unit.

Per UCF regulation 3.0176, Instructors/Lecturers at any rank are not required to apply for promotion. Those that apply but are not granted promotion will continue at their current rank and retain the right to reapply for promotion in a future cycle. Instructors/Lecturers intending to apply for promotion may request of their department chair a dossier review and feedback at any point up to two months in advance of the promotion deadline.

Promotion to Associate Instructor/Lecturer

Per University regulation, the promotion to Associate Instructor / Lecturer requires a “consistent record of excellence in assigned duties” in the areas of teaching, service, and performance of other assigned duties.

In the CUGS, assessments of the candidate’s teaching, service, and performance of other assigned duties (which may include research) will be weighted and reviewed in accordance with the expectations of the faculty member’s position. For example, if a candidate’s load is primarily teaching, then the review will be highly focused on teaching in accordance with the faculty member’s assigned duties. Candidates are encouraged to build the promotion dossier around their faculty position’s expectations with a detailed explanation for reviewers who may be outside their department or College.

Evidence of *excellence in teaching* should include measures of teaching effectiveness as appropriate for the faculty member’s position. This evidence should include, but not be limited to, student perceptions of instruction (SPOI) or other student feedback measures, noting special efforts like development, revision, or high impact practices recognition of courses such as teaching service-learning designated courses, quality and scope of student interaction and engagement, relevant professional development, teaching recognitions (such as awards, media, or additional student feedback), and recognition of quality online instruction if applicable.

Evidence of *excellence in service* will be linked to the expectations of the faculty member’s position. All faculty members are expected to make valuable contributions to the needs of the department or unit as they enhance faculty collaboration and assist in the development of department or unit programs. The merit of the candidate’s service to the Department, College,

University, and Community should be evaluated as it aligns with the expectations of the faculty member's position and departmental expectations.

Evidence of *excellence in research, scholarly, and creative activities* will be highly dependent on the expectations of the faculty member's position if listed as part of their assigned duties. All faculty are expected to maintain currency and expertise in their field and include evidence of such in their promotion dossier. Faculty members with a research expectation of less than 10% are not expected to engage in substantial research to earn promotion. Although research beyond staying current in one's field is not expected, research activity will be considered meritorious for Instructors/Lecturers applying for promotion and can be considered as part of the review in excellence in teaching and service. However, a lack of research will not be considered evidence against promotion. This may include, but not be limited to, scholarly activity related to teaching, publications of authored or co-authored books, chapters, articles, book reviews, commentaries, or creative works, scholarly presentations, translations, editing roles, grant activity, or other intellectual or scholarly contributions to the field.

Promotion to Senior Instructor/Lecturer

Per University policy, promotion to Senior Instructor/Lecturer is based upon the same criteria as promotion to Associate but carries the "additional expectation of leadership at the university and in the profession."

Candidates applying for promotion to Senior Instructor/Lecturer should meet the same criteria as outlined in the promotion to Associate above with the additional expectation of the demonstration of leadership at the University, within their program, and in the profession as appropriate for the candidate's faculty position. Candidates are encouraged to include a detailed explanation of the leadership roles held for reviewers who may be outside their department or College.