Promotion and Tenure Criteria
Department of Counselor Education and School Psychology
College of Community Innovation and Education
University of Central Florida

The promotion and tenure process recognizes professional excellence in individuals' academic career. It is acknowledged that there is no single model that can prescribe competence and excellence across all disciplines within the College of Community Innovation and Education. This document is intended to serve as a series of general criteria appropriate for assisting individuals in establishing objectives to meet their professional goals as faculty in the Department of Counselor Education and School Psychology (CESP) in the College of Community Innovation and Education (CCIE) at the University of Central Florida (UCF). The evaluation of candidates for promotion and tenure must reflect faculty members' assignment of duties and their primarily accomplishments in the areas of (a) instruction, (b) research and scholarship, and (c) service.

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

Items may be listed under only one category (instruction, research and scholarship, 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 present the minimal standards for CESP faculty members 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 have a strong record of continuing scholarship, high quality teaching, and meaningful service to the academic unit, college, university, and profession.

Teaching, scholarship, and service will be considered in relationship to the total number of years the individual has brought in or has been employed in a tenure track position at UCF. That is, the totality of a candidate's teaching, research and scholarship, and service will be considered at time of application for tenure and shall include any tenure credit awarded at the time of hire in a tenure track position at UCF. Criteria for tenure evaluation shall be based on criteria used for promotion to the rank of associate professor. Application for tenure shall typically be made during the sixth year of continual full-time service at UCF.

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 considered 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 be determined by the degree to which the candidate's research and scholarship 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 related to the professional service activities of the candidate. The candidate should present evidence of high-quality teaching performance; should demonstrate excellence in scholarship and should participate in appropriate professional service at state, national, and/or international levels. In order to be promoted, faculty must present evidence indicating that they are on a path to becoming nationally recognized in their respective discipline.

Criteria

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

Teaching – Evidence of high-quality teaching performance includes 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, and 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.

Quality classroom and/or online instruction as evidenced by:
- Student Perception of Instruction (SPI) data.
- Peer-reviewed classroom observation reports completed by other faculty members.
- Student feedback collected and analyzed by the instructor to strengthen online course instruction.
- Measureable student learning outcomes.

Directing of master's theses and/or doctoral dissertations as evidenced by:
- Chairing honors in the major, master's thesis, and/or doctoral dissertation committees to completion.
- Serving on honors in the major, master's thesis, and/or doctoral dissertation committees to completion.

Direction and supervision of fieldwork, practicum, and internship experiences as evidenced by:
- Overseeing clinical programmatic experiences (e.g., service learning, practicum, and internship) for students.
- Facilitating clinical experience placements for students (e.g., service learning, practicum, and internship).

Quality academic advising as evidenced by:
- Development of degree program materials (e.g., program of study, program handbook) to support effective academic advisement.
- Employing innovation strategies to support students' academic advising needs.

Participation in professional development, promoting faculty members' quality of instruction as evidenced by:
- Engagement in professional development conferences connected to the improvement of their student learning outcomes.
- Attending and/or presenting at professional development events focusing on innovation instruction in higher education.

Course development as evidenced by:
- Updating course syllabi to align with contemporary instructional best practices within faculty member's discipline.
- Revising course assessments to support continuous improvement in evaluation of student learning outcomes.

Program development as evidenced by:
- Updating degree program curricula to align with contemporary instructional best practices within faculty member's discipline.
- Revising degree program curricula to support continuous improvement of student learning outcomes.

Research and Scholarship – Research and 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 high-quality research activity that includes, but is not limited to, a published book or textbook (not self-published book nor a custom published work); articles in international and/or national refereed journals; refereed papers presented at national meetings of professional societies; competitive externally funded grant activities; and research.
- High-quality activities can be demonstrated from data such as journal acceptance rates, journal impact factor [JIF], and citations of faculty members' scholarship.
- High-quality can also be demonstrated via professional recognitions and/or awards for faculty members' research and scholarship at international, national, regional, state, and local levels.
- Dissemination of other forms of scholarship supporting research productivity includes evidence of:
    - Papers presented at international, national, and regional refereed professional conferences.
    - Keynote speaker at international, national, and regional refereed professional conferences.
    - Invited keynote speaker at non-refereed conference.
    - Citations of faculty members' research by other scholars.
    - Professional recognitions and/or awards for faculty members' research and scholarship at international, national, regional, state, and local levels.
    - Media reporting of faculty members' research.
- While state and regional refereed publications and professional presentations are

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of value, preference is given to international and/or national 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 practitioner related service in schools, agencies, or another appropriate setting.
- Participation on boards or working groups that seek to improve or develop community organizations.
- Service to or holding office in community organizations related to the candidate's professional affiliation.
- Media interviews in relation to substantive research areas.
- Service includes contributions to scholarly and professional organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals at state, regional, national, and/or international levels.
- Program development activities, serving as program coordinator and accreditation activities.
- Seeking and developing new ways to improve performance and contributions to the functionality of CESP, CCIE, and UCF.
- Participates in CESP, CCIE, and UCF faculty meetings including ceremonies such as commencement and award ceremonies.
- Participates in service processes of the university through significant activity on committees, councils, and senates beyond that associated with the responsibility to contribute to 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 considers all of the criteria for promotion to associate professor with additional attention given to several factors. These factors are (1) development of a focused line of research, (2) establishment of a reputation for scholarly work at international and/or national levels, (3) evidence of high-impact scholarship, and (4) evidence of national leadership in the candidate's discipline. It is also CESP's standard that the candidate will present evidence of high-quality teaching performance as well as commendable professional service at state, national and/or international levels. In addition to excellence in scholarly work that receives international and/or national recognition, the candidate will demonstrate outstanding teaching and professional service.

Criteria

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

Teaching – Evidence of high-quality teaching performance includes 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

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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.

Quality classroom and/or online instruction as evidenced by:
- Student Perception of Instruction (SPI) data.
- Peer-reviewed classroom observation reports completed by other faculty members.
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Quality academic advising as evidenced by:
- Development of degree program materials (e.g., program of study, program handbook) to support effective academic advisement.
- Employing innovation strategies to support students' academic advising needs.

Participation in professional development, promoting faculty members' quality of instruction as evidenced by:
- Engagement in professional development conferences connected to the improvement of their student learning outcomes.
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Course development as evidenced by:
- Updating course syllabi to align with contemporary instructional best practices within faculty member's discipline.
- Revising course assessments to support continuous improvement in evaluation of student learning outcomes.

Program development as evidenced by:
- Updating degree program curricula to align with contemporary instructional best practices within faculty member's discipline.
- Revising degree program curricula to support continuous improvement of student learning outcomes.

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

The following factors will be considered:
- Evidence of high-quality and high-impact research activity that includes, but is not

limited to, a published book or textbook (not self-published book nor a custom published work); articles and papers in national and /or international professional refereed journals; refereed papers presented at national and/or international meetings of professional societies; competitive externally funded grant activities; and research.

- High-impact activities can be demonstrated from data such as journal acceptance rates, journal impact factor [JIF], and citations of faculty members' scholarship.
- High impact can also be demonstrated via professional recognitions and/or awards for faculty members' research and scholarship at international, national, regional, state, and local levels.

- While state and regional refereed publications and professional presentations are of value, preference is given to national and/or international contributions.
- Dissemination of other forms of scholarship supporting research productivity includes evidence of:
  - Papers presented at international, national, and regional refereed professional conferences.
  - Keynote speaker at international, national, and regional refereed professional conferences.
  - Invited keynote speaker at non-refereed conference.
  - Citations of faculty members' research by other scholars.
  - Professional recognitions and/or awards for faculty members' research and scholarship at international, national, regional, state, and local levels.
  - Media reporting of faculty members' research.

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 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 responsibility to participate in the governance of the university through participation in regular departmental or college meetings.
- Participation on boards or working groups that seek to improve or develop community organizations.
- Service on or holding office in community organizations.
- Media interviews in relation to substantive research areas.
- Seeking and developing new ways to improve performance and contributions to the functionality of CESP, CCIE, and UCF.
- Participates in CESP, CCIE, and UCF faculty meetings including ceremonies such as commencement and award ceremonies.

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