

**Department of Economics
College of Business Administration
University of Central Florida**

Promotion and Tenure Criteria

This document provides general information about promotion and tenure expectations in the Department of Economics. Tenure-earning faculty members seeking more specific information should refer to their Cumulative Progress Evaluations (CPE). In the CPE, university employees who are responsible for making promotion and tenure recommendations annually assess the individual, cumulative performance of each tenure-earning faculty member against expectations of adequate progress toward promotion and tenure. Tenured faculty also have the option of requesting that a CPE be conducted.

Faculty members may also consult with their department chair or school director, with their mentors, or with senior faculty in the department or school, while recognizing that none of these individuals may make binding commitments about promotion and/or tenure decisions. Further information about promotion and tenure standards and procedures may be obtained from University Promotion and Tenure Guidelines (<http://facultyexcellence.ucf.edu/promotion-tenure/tenure-and-tenure-earning/>), university regulations (<http://regulations.ucf.edu/>), and the Collective Bargaining Agreement (<http://www.collectivebargaining.ucf.edu/>).

Research Expectations

A successful applicant for promotion and tenure must demonstrate sustained engagement in a productive research program that is likely to lead to the establishment of a national reputation for excellence in scholarship. He or she should be the primary/lead researcher, or a co-author/co-researcher of equal standing, in well-defined academic research studies and must have made a significant contribution to the advancement of knowledge in one or more fields within the discipline. A successful candidate must inspire confidence that research performance after achieving promotion and tenure will equal or surpass current levels of performance. A strong record of research shall be taken as evidence of the likelihood of making continued significant professional contributions.

Indicators of research performance include, for example, the quality and quantity of publications in peer-reviewed journals (although judgement of a successful research trajectory is complex and cannot be communicated as a simple number of publications), citations to the candidate's research, continuity in producing scholarship over time, the nature and extent of the candidate's contribution to co-authored research, and the presence of quality research under review and in progress.

The research record should include publications in the best peer-reviewed journals in the appropriate field as evidenced by impact factors, low acceptance rates, and other similar indicators of quality. It behooves faculty to be aware of the prestige rankings of the field's journals and to publish in the highest-ranked journals possible. It is also advisable to include in one's promotion and tenure dossier information about the impact factors, acceptance rates, or related metrics for the journals where one's papers appear.

The level of performance expectations are progressive in nature for promotion from assistant to associate and for associate to professor. Thus, the criteria for promotion to professor requires that a candidate demonstrate evidence of *sustained* excellence that leads to national or international recognition in one's discipline.

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Teaching Expectations

A successful applicant for promotion and tenure must demonstrate effective teaching performance and meaningful contribution to the teaching mission of the department or school. He or she must inspire confidence that teaching quality after achieving promotion and tenure will equal or surpass current quality. A strong record of teaching shall be taken as evidence of the likelihood of making continued instructional quality. Indicators of teaching quality include, for example, academic content and pedagogy; student, peer and self-documented measures of teaching effectiveness; student learning outcomes; curriculum and course development; and mentoring of and professional engagement with students.

The level of teaching expectations are progressive in nature for promotion from assistant to associate and for associate to professor. Thus, the criteria for promotion to professor requires that a candidate demonstrate evidence of *sustained* excellence in teaching.

Service Expectations

A successful applicant for promotion and tenure must demonstrate some participation in university service at the level of the department or school, college or university. He or she must also demonstrate some service to the profession. The successful candidate must inspire confidence that the contribution to university and professional service after achieving promotion and tenure will surpass current contributions. Indicators of service potential include, for example, serving on or contributing to the work of faculty committees, participation in seminars and faculty meetings, reviewing manuscripts for journals, and serving as discussant or session chair at professional meetings.

The level of service expectations are progressive in nature for promotion from assistant to associate and for associate to professor. Thus, the criteria for promotion to professor requires that a candidate demonstrate evidence of *sustained* excellence in service.