



Department of Educational Leadership and Higher Education

PROMOTION AND TENURE CRITERIA

I. Introduction

The Department of Educational Leadership and Higher Education (ELHE) in the College of Community Innovation and Education (CCIE) at the University of Central Florida (UCF) offers Promotion and Tenure Criteria (P&T) consistent with the expectations at the College-level. Serving as guidelines for the faculty seeking P&T within ELHE-CCIE, the P&T Criteria for the ELHE Department reflect broad disciplinary and academic interests. The granting of promotion and tenure are two separate decisions. Tenure represents a commitment to continued employment at UCF and promotion represents the recognition of substantial scholarly and professional achievements in an academic discipline congruent with the rank being sought by the applicant. For additional information, faculty should consult the *UCF Promotion and Tenure Regulations-Procedures* available at <https://facultyexcellence.ucf.edu/promotion/>.

Tenure To qualify for tenure, tenure-earning faculty members need to have established a strong record of successful teaching, research, and service activities. Excellence in teaching, research, and service, and indications of continued excellence in these categories in the future are necessary for tenure. Tenure-earning faculty members must demonstrate a significant contribution to their discipline, academic unit, College, and University with the promise of continued contribution. Faculty members typically are reviewed for tenure with promotion to associate professor during the sixth year of academic service as assistant professor seeking tenure and promotion. Variations are found in Article 15, *Tenure*, in the UCF Collective Bargaining Agreement (CBA). See UCF CBA website.

B. Promotion

As with the ELHE's P&T Criteria, the broad range of faculty members' possible activities precludes extensive specification of criteria for promotion. Beyond the stated ELHE's P& T Criteria, faculty members seeking promotion to the rank of Associate Professor are encouraged to demonstrate additional evidence of their strong performance outlined below and within ELHE's P&T Guidelines.

The ELHE's P&T Committee will evaluate the faculty members' holistic performance in teaching, research, and service throughout their tenure-earning years at UCF as compared to their accomplishments in discrete years. The ELHE's P&T Committee shall consider the annual Cumulative Progress Evaluation (CPE) of those faculty members seeking T&P. The CPE would have previously been completed by the respective faculty member seeking P&T, the Department Chair, and the Dean.

To qualify for promotion to professor, ELHE faculty must demonstrate achievements that

distinguish them from faculty members at other ranks. Criteria for faculty members

qualifying for promotion to the rank of professor includes, but are not limited to: (a) sustained performance in research and scholarship; (b) international and/or national recognition; (c) international and/or national reputation within faculty members' professional discipline; (d) leadership contribution to ELHE, CCIE, and UCF; and (e) sustained high quality instruction demonstrated by fulfilling the teaching requirements of ELHE's *Annual Evaluation Standards and Procedures* (AESP) evaluations. It is required that faculty members applying to the rank of professor must complete at least one CPE prior to submitting their application for promotion.

II. Performance Categories and Evidence for Tenure and Promotion

Per the mission of CCIE, the College “educates and empowers leaders to serve a diverse society through innovative instruction, strong partnerships and transformative scholarship” (<https://ccie.ucf.edu/about/mission/>). CCIE recognizes three basic categories of activities as essential for faculty members within the P&T process: (a) teaching; (b) research, scholarly, and creative activities; and (c) service to the public, discipline, and the university. The CCIE P&T Criteria content below delineates the three types of faculty members' activity and evidence supporting the quality of their activities.

A. Teaching Activities and Evidence

ELHE measures teaching activities in accordance with ELHE's AESPs. Teaching performance demonstrated by tenure-earning faculty members must be an average of above satisfactory in their AESP evaluation. The ELHE P&T Committee will consult the ELHE's P&T guidelines in evaluating candidates' teaching. The ELHE teaching activities and evidence for faculty members may include some of the following:

1. Quality classroom and online instruction with such evidence as:
 - a. Student Perception of Instruction (SPI) data
 - b. Peer-reviewed classroom observation reports completed by other faculty members
2. Directing of theses and dissertations as evidenced by
 - a. Chairing thesis and dissertation committees to completion
 - b. Serving on thesis and dissertation committees to completion
3. Supervising independent studies and/or student research projects
4. Direction and supervision of fieldwork, practicum, and internship experiences as evidenced by
 - a. Overseeing clinical programmatic experiences (e.g., service learning, practicum, and internship) for students
 - b. Facilitating clinical experience placements for students (e.g., service learning, practicum, and internship)
5. Quality academic advising as evidenced by
 - a. Development of degree program materials (e.g., program of study, program handbook) to support effective academic advisement
 - b. Employing innovation strategies to support students' academic advising needs
6. Participation in professional development promoting faculty members' quality of instruction as evidenced by
 - a. Engagement in professional development conferences connected to the improvement of their student learning outcomes

- b. Attending and/or presenting at professional development events focusing on innovation instruction in higher education
- 7. Course development as evidenced by
 - a. Updating course syllabi to align with contemporary instructional best practices within faculty members discipline
 - b. Revising course assessments to support continuous improvement in evaluation of student learning outcomes
- 8. Program development as evidenced by
 - a. Updating degree program curricula to align with contemporary instructional best practices within faculty members discipline
 - b. Revising degree program curricula to support continuous improvement of student learning outcomes

B. Research, Scholarly, and Creative Activities and Evidence

ELHE measures research and scholarly activities in accordance with the ELHE's AESP.

1. P&T from Assistant to Associate

ELHE tenure-earning faculty members' AESP evaluations within the domain of research must be an average of above satisfactory each year to progress well toward tenure. The ELHE faculty involved in the P&T process will consult ELHE's P&T guidelines in evaluating candidates' research and scholarship. For ELHE faculty members to acquire P&T, they must provide evidence of strong research productivity. The expectation for ELHE faculty members to be competitive in seeking P&T is a minimum of ten (10) scholarly works published in international and/or national refereed journals, monographs, book chapters, books, or equivalent. In addition, ELHE tenure-earning faculty members should be the first or corresponding author of at least two (2) articles in international and/or national refereed journals or equivalent scholarly work in quality publications over a five-year period. Both the quality and quantity of research publications are considered in P&T evaluations. All ELHE faculty members acquiring P&T must demonstrate their successful and sustained productivity in research.

2. Promotion from Associate Professor to Professor

In research and scholarship, ELHE-CCIE faculty members qualify for promotion to the rank of professor through substantial productivity, as well as national and/or international prominence. Typical evidence of ELHE-CCIE faculty members' substantial research productivity includes articles published in top-tier international and national refereed journals publications, textbooks, book chapters, and citation by other scholars. Both the quality and quantity of ELHE-CCIE faculty members' publications are important and determined on a case-by-case basis. However, a significant number of articles published in international and national refereed journals and other rigorous publications. Since promotion to Associate Professor, the expectation for ELHE-CCIE faculty members seeking promotion to the rank of professor is an average of two (2) quality publications of articles in international and national refereed journals per year or equivalent scholarly work in quality publications including monographs, books, and book chapters. In addition, ELHE faculty members should support the impact of their research with appropriate measures of impact such as citation analysis or other indices.

3. The ELHE research activities and evidence for faculty members may typically include, but are not limited to the following:
 - a. Quality research and scholarly publications as evidenced by:
 - i. Articles published in international and national refereed journals;
 - ii. Published peer-reviewed scholarly books;
 - iii. Book chapters published in edited scholarly books;
 - iv. Published research monographs;
 - v. Published peer reviewed technical reports;
 - vi. Published refereed conference proceedings;
 - vii. Published book reviews, technical reports, and articles published in outlets that are not peer reviewed and not written for a scholarly audience receive less weight as evidence of research activity.
 - b. Preparation and/or acquisition of grants and/or contracts to conduct research as evidenced by:
 - i. Preparation and/or acquisition of competitive research grants and/or contracts at the international, national, state, or local level;
 - ii. Non-competitive research grants and/or contracts receive less weight as evidence of research activity.
 - c. Dissemination of other forms of scholarship supporting research productivity includes evidence of:
 - i. Papers presented at international, national, and regional refereed professional conferences;
 - ii. Service as a keynote speaker at international, national, and regional refereed professional conferences;
 - iii. Professional recognitions and/or awards for faculty members' research and scholarship.

C. Service to the Public, Discipline, and the University and Evidence

The expectation is that ELHE tenure-earning faculty members provide evidence of their service activity for each of the following levels: (a) ELHE, CCIE, and UCF; (b) Professional Discipline; and (c) the Community. The ELHE faculty involved in the P&T process will consult these P&T guidelines in evaluating candidates' service to the public, discipline, and university. ELHE tenure-earning faculty members' service performance evaluation must be an average of above satisfactory on their AESP evaluations.

In service, ELHE faculty members seeking promotion to the rank of professor must demonstrate a strong record of leadership and excellence. ELHE faculty members' excellence in service may take the form of leadership roles within ELHE, including serving as a program coordinator and/or a director of a center/institute. At the University level, ELHE faculty members' excellence in service may take the form of leadership roles on elected committees. At the Community level, ELHE faculty members' excellence in service may include leading partnerships between community organizations and the College. ELHE faculty members may demonstrate excellence in service within their professional discipline through holding leadership positions in appropriate professional organizations (i.e. elected president of

professional association) and/or serving as editors of refereed journals.

The ELHE service to the public, discipline, and the university and evidence for faculty members may typically include, but are not limited to the following:

1. Activities utilizing faculty members' professional background and expertise in the community outside of the university as evidenced by
 - a. Preparation and/or acquisition of grants and contracts
 - b. Presentations to community groups
 - c. Participation on boards or working groups that seek to improve or develop community organizations
 - d. Service on or holding office in community organizations
 - e. Media interviews in relation to substantive research areas
 2. Service to faculty members' professional discipline as evidenced by
 - a. Participation in professional organizations related to faculty members' disciplines or general faculty roles
 - b. Holding office in professional organizations
 - c. Serving on or chairing committees in professional organizations
 - d. Reviews or other critical assessments of scholarly work, including reviews of journal articles, books, grant applications, and external P&T letters
 3. Service to the University, College, and/or Academic Unit as evidenced by
 - a. Activity devoted to the administration of the Academic Unit, College, and University
 - b. Activity on a special task force that furthers the objectives of the University, College, and Academic Unit
 - c. Seeking and developing new ways to improve performance and contributions to the functionality of the Academic Unit, College, and University
 - d. Active participation in conferences, courses, workshops, and seminars that enhance faculty members' competence as academicians that results in a demonstrable benefit to constituents (i.e. report or presentation to faculty, publication).
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