

**Department of Health Sciences
College of Health Professions and Sciences
University of Central Florida
Criteria for Promotion of Instructors and Lecturers**

Introduction

This document describes the criteria for eligible instructor/lecturer faculty applying for promotion in the Department of Health Sciences (DHS). The criteria outline the standards to be used for ensuring a comprehensive, rigorous, and fair review of candidates. Per UCF Regulation 3.0176 (Instructor and Lecturer Faculty Promotion), promotion to Associate Instructor/Associate Lecturer requires a consistent record of excellence in assigned duties. Promotion to Senior Instructor/Senior Lecturer is based on the same criteria as promotion to Associate Instructor/Associate Lecturer except that it includes an expectation of leadership to the university and in the profession. Please review UCF Regulation 3.0176 for the policy regulating instructor and lecturer faculty promotion.

The DHS recognizes two basic categories of activities as essential to the promotion process for instructors and lecturers: Teaching and Service. Criteria statements and examples of evidence for both areas are outlined in this document, recognizing that in some cases, other non-specified activities may be considered acceptable. The promotion application also should provide evidence related to performance in situations where an instructor/lecturer is assigned research, academic advising, and/or administrative responsibilities.

Criteria and Examples of Evidence for Promotion

Teaching Expectations

Demonstration of quality and effectiveness of teaching performance and meaningful contributions to the teaching mission of the department are required for promotion. Indicators of teaching quality include rigorous course content, instructional strategies, and methods used; evidence of instructional improvements and enhancements to learning outcomes of assigned courses; student, peer, and self-documented measures of teaching effectiveness; and outcomes of student mentoring. Further examples of evidence are outlined later in this document. It is the expectation that instructional quality will be sustained or surpass its current level for promotion to associate instructor/associate lecturer and from associate to senior instructor/senior lecturer.

Research, Scholarly, and Creative Activities Expectations

Research is only evaluated if the faculty member has a research assignment; however, contributing to research activities is not precluded if time and interest permit. In situations where an instructor/lecturer faculty has a research assignment, it is recommended that they meet with the Department Chair and the DHS Promotion and Tenure (P&T) committee to form a scholarship plan and review progress at the end of each academic year. The planning process typically should include discussions about expectations regarding Research Impact, Authorship,

Publication Trajectory, and Grant Activity. Teaching-related scholarly and creative activities are evaluated as part of teaching.

Service Expectations

Candidates for promotion to associate instructor/associate lecturer are expected to provide service to at least the department and college with university level service encouraged. Candidates also are expected to demonstrate service to the profession and community. Candidates for promotion from associate to senior instructor/senior lecturer are expected to demonstrate progressive service, including service at the university level and in professional leadership roles. Examples of evidence of service are outlined later in this document but include serving on faculty committees and/or task forces; serving as a faculty advisor for a UCF registered student organization; and giving presentations at public schools, healthcare agencies and/or other community-based organizations. Examples of evidence of leadership include serving in leadership roles on university committees/task forces; serving as a program director; and serving in a leadership position for a professional organization.

Promotion to Associate Instructor/Associate Lecturer

Teaching Activities

Criteria Statement

- Demonstrates evidence of excellence in quality and effectiveness of teaching through various forms of course instruction (face-to-face, online, mixed mode)
- Provides evidence of taking initiative to improve courses taught and enhance course offerings
- Demonstrates involvement in workshops, seminars, conferences, and other forums that aim to improve instruction and mentoring/advisement

Examples of Evidence (MAY INCLUDE, BUT NOT LIMITED TO)

- Consistently evaluated as “above satisfactory” or higher for teaching effectiveness based on Annual Evaluation Standards and Procedures (AESP) assessment (Note: Teaching effectiveness rated “above expectation/above satisfactory” or higher is not by itself sufficient for promotion)
- Teaching consistently rated as “very good” to “excellent” on course/instructor evaluation report (i.e., Student Perception of Instruction - SPoI report)
- Teaching awards such as Teaching Incentive Program (TIP), Scholarship of Teaching and Learning (SoTL), Excellence in Undergraduate Teaching, or other recognition for teaching excellence at the department, college, or university level, or recognition for teaching excellence by outside professional organizations
- Serving as a committee member on undergraduate honors theses, service-learning projects, capstone projects, or other research projects/independent study courses
- Serving on graduate theses or dissertation committees (pending graduate faculty status and expertise related to the topics of graduate student research)
- Publications/professional presentations by students under the supervision/mentorship of

the faculty member

- Academic advising awards such as Excellence in Faculty Academic Advising or other recognition for academic advising excellence at the department, college, or university level, or external professional organization
- Evidence of improvement of courses/teaching materials (i.e., major course revisions/redesign; achievement of High Impact Practice (HIP), quality, or high-quality course designations; development of a new course with prior approval by the chair; formal peer-review of teaching resulting in improvements in instructional aspects and/or delivery)
- Publication of authored/co-authored teaching-related textbooks; textbook chapter(s), including development of ancillary materials for textbooks/chapters; teaching-related monographs or editorials (Note: Does not include self-published books or custom published work)
- Dissemination of content (oral presentations/ publications) related to curriculum, teaching, and/or pedagogy

Research, Scholarly, & Creative Activities (This area is only evaluated if the faculty member has a research assignment.)

Criteria Statement

Demonstrates research productivity through publication record, preparation, or acquisition of grants or contracts to conduct research, and presentations at professional meetings or invited professional lectures. Publication expectation varies with percent time allotted to research – minimum average of two (2) publications per year for half-time research appointment; minimum average of one (1) publication per year for one-third time appointment

Examples of Evidence (MAY INCLUDE, BUT NOT LIMITED TO)

- Author/co-author of peer-reviewed journal articles, including accepted and in press
- Number of citations received during period under review and impact factor ratings (h-index, Relative Citation Ratio, etc.)
- Publication of authored/co-authored peer-reviewed books, book chapter(s), research monographs or editorials (Note: Does not include self-published books or custom published work)
- Peer-reviewed or invited research presentations at professional state, regional, national, and/or international conferences
- External media reporting of faculty member's research
- Recipient of internal or foundation funding for research as principal investigator (PI), Co-PI, or co-investigator (Co-I)
- Recipient of external (federal, state, private organization) funding for research as PI, Co-PI, or Co-I
- Consultant on a funded internal or external research project
- Submission of grant proposals for internal or external funding as PI
- Recipient of competitive award(s) for research from the college, university, professional organization and/or national body (i.e., Research Intensive Award, Excellence in Research

Award)

Service

Criteria Statement

- Contributes to service needs of the department, college, and university
- Participates in professional and/or community services

Examples of Evidence (MAY INCLUDE, BUT NOT LIMITED TO)

- Service as a chair or member of departmental, college, and/or university committees and/or task forces
- Service as an active faculty advisor for a UCF registered student organization
- Presentations to public schools, healthcare agencies and/or other community-based organizations
- Presentations to UCF organizations and/or local, regional, and/or national/international groups/organizations in area of expertise
- Abstract reviewer for local, state, regional, national, and/or international conferences
- Manuscript reviewer for peer-reviewed journals
- Recipient of an honor/award for professional service or accomplishment from a local, state, national, and/or international professional organization
- Participation on a planning/program committee for a professional conference, workshop, and/or seminar event at the local, state, regional, and/or national/international level
- Service as a member of an editorial board, editor of a journal special issue, and/or editor of a textbook (Note: Does not include self-published books or custom published work)
- Service on or holding office in civic organizations

Promotion from Associate to Senior Instructor/Senior Lecturer

General Statement

In addition to continued demonstration of “above satisfactory” or higher ratings for teaching effectiveness as part of the annual evaluation process and continued SoPI ratings of “very good” to “excellent”, faculty performance in teaching, research (if applicable), and service should distinguish candidates for promotion to senior instructor/senior lecturer from faculty of other ranks. Promotion to senior instructor/senior lecturer is not awarded based on longevity; rather, it is based on substantial, sustained, ongoing achievement in teaching; research, scholarly, and creative activities (if applicable); and service. Faculty must demonstrate additional expectations such as enhancement of teaching activities and a record of leadership to the university, community, and/or professional organizations.

Teaching

Examples of Evidence (beyond those required for promotion to Associate Instructor/Associate Lecturer; MAY INCLUDE, BUT NOT LIMITED TO)

- Continued evidence of improvement of courses/teaching materials (i.e., major course revisions/redesign; achievement of High Impact Practice (HIP)/HIP renewal, quality, or

high-quality course designations; and/or development of a new course with prior approval by the chair since last promotion)

- Chairing undergraduate honors theses, service-learning projects, capstone projects, or other research projects/independent study courses
- Research awards/Honors Undergraduate Thesis scholarships earned by students under the direct supervision of the faculty member
- Leadership role in designing/presenting a teaching-related workshop
- Teaching-related publications in a peer-reviewed journal
- Teaching-related presentations at a state or national conference
- Invitation to present a teaching-related presentation at another institution of higher education
- Appointed to serve as the lead instructor/mentor for faculty who teach other sections of the same course as the candidate
- Mentoring awards such as the Champion of Undergraduate Research Award (CURA), Faculty Mentor of the Year Award, or other recognition for mentoring excellence at the department, college, or university level, or other professional recognition
- Evidence of leadership in developing collaborative external relationships to promote student learning opportunities
- Evidence of advancing the practice of teaching through systematic inquiry of teaching and learning and application of research findings
- External grant(s) supporting instruction/curricular development (for approved courses), improvement, and/or advancement
- Submission/receipt of grant/stipend supporting SoTL

Research (This area is only evaluated if the faculty member has a research assignment.)

Examples of Evidence (beyond those required for promotion to Associate Instructor/Lecturer; MAY INCLUDE, BUT NOT LIMITED TO)

- Record of prior and current competitive external funding as PI or Co-PI from a leading organization/institute/foundation (state, national, international) related to candidate's area of expertise
- Evidence of sustained publication record as first and/or corresponding author publications in high-quality, peer-reviewed journals
- Publication of invited articles in prestigious journals or invited chapters in prestigious books (e.g., annual review type)
- Presentation of competitively selected research addresses at highly visible national/international professional venues
- Invited research seminars at other academic research institutions
- Fellowship status in a national/international organization for significant and sustained contributions to the profession

- Recipient of a university level research award or a research award from a national/international professional organization and/or other prestigious organization related to area of expertise

Service

Examples of Evidence (beyond those required for promotion to Associate Instructor/Associate Lecturer; MAY INCLUDE, BUT NOT LIMITED TO)

- Officer in a prestigious national or international scientific/professional society
- Leadership at the state, regional, national, and/or international level for a nonprofit or government organization with relevancy to expertise, and if applicable, research interests
- Editor or appointment to an editorial board of a prestigious national and/or international journal (as opposed to ad hoc reviewer)
- Expert advisor to local, regional, national, and/or international policy makers or advisory boards
- Planning committee or other leadership role for major teaching, professional development, mentoring/advising, or research conferences/symposia for prestigious national/international scientific or professional societies

Approved for first use: