

**Department of Health Sciences
College of Health Professions and Sciences
University of Central Florida**

Criteria for Promotion and Tenure of Tenure Track Faculty

Introduction

This document describes the criteria for eligible faculty applying for promotion and/or tenure (P&T) 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 3.015 (Promotion and Tenure of Tenured and Tenure-earning Faculty), the granting of tenure and promotion are two separate decisions. Tenure signifies that the President and Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and academic community, while promotion is awarded based on recognition of scholarly and professional achievement in an academic discipline congruent with the rank sought by the applicant. The criteria outlined herein reflect the broad disciplinary and academic interests of the DHS and its major fields of study, as well as any future sub-fields.

The DHS recognizes three basic categories of activities as essential to the promotion and tenure process: Teaching; Research, Scholarly and Creative Activities; and Service. Criteria statements and examples of evidence for each of these areas are outlined below recognizing that in some cases, other non-specified activities may be considered acceptable.

Teaching Expectations

Demonstration of quality and effectiveness of teaching performance and meaningful contributions to the teaching mission of the department are required for promotion and tenure. Indicators of teaching quality include rigorous course content, instructional strategies, and methods used; evidence of instructional improvements and enhancements to assigned courses learning outcomes; 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 from associate to full professor.

Research, Scholarly, and Creative Activities Expectations

Research, scholarly, and creative activities in health-related fields are markedly different in character and implementation than most academic disciplines. Tenure-earning faculty are recommended to form a scholarship plan with the assistance of the Department Chair and DHS P&T Committee that includes discussions about Research Impact, Authorship, Publication Trajectory, and Grant Activity. Additionally, the DHS P&T Committee offers the following information for the purpose of clarifying the standards applicable to DHS P&T candidates.

Research Impact

DHS faculty should strive to conduct high-quality, original investigations and publish in reputable, indexed journals that follow rigorous and transparent peer-review processes. Consistently publishing high-quality studies in one's discipline helps develop a national/international research reputation. While various methods can demonstrate research impact, two commonly recommended approaches include measuring the impact of individual journals and author citations.

Journal Impact. There are varying methods used to determine journal impact, but there is no uniform agreement within the academy on this issue. Due to the diversity of health-related research interests of DHS faculty, there is not a rigid ranking of journals established by the DHS P&T Committee. Typically, journal impact is based on the size of the readership of a journal and/or the difficulty in having an article accepted for publication in that journal. While the DHS P&T Committee acknowledges that each approach has limitations, some means of reporting journal impact include ISI Web of Knowledge Journal Citation Reports (JCR) Impact Factor Quartiles (e.g., Quartile 1: among the top 25% of journals in the same field), Eigenfactor, Source Normalized Impact per Paper, and SCImago Journal Rank (SJR). Candidates may also consider journal acceptance rates, the reputation of individuals on editorial boards, and whether a journal is affiliated with or sponsored by an established professional organization.

While the journal impact factor serves as a means of comparing journals within a discipline and frequently garners attention from the research community, it does not reflect the quality of individual manuscripts. Thus, while journal impact factor should not be ignored entirely, authorship in a journal with a high impact factor alone is not evidence of research impact. The candidate should provide information in their curriculum vitae (CV), and when appropriate, their dossier, to substantiate the quality or the generally accepted rankings of the journals in which he or she published. DHS faculty are encouraged to consult with the Department Chair, the DHS P&T Committee, and their professional discipline mentors for advisement regarding acceptable journals.

Author Citations. Irrespective of publication forum, the candidate should include the frequency with which their research has been cited and/or discussed by other scholars in the field as evidence of research quality. In addition to the total number of citations, the H-index, which can be calculated by Web of Science and Google Scholar, is commonly used to gauge a scholar's impact. Alternative approaches include the i10-index (available via Google Scholar), ResearchGate RG score, altmetric, and the iCite Relative Citation Ratio, which is calculated as the citations/year of each manuscript normalized to the citations per year received by NIH-funded manuscripts in the same field and year. As was the case with journal rankings, the DHS P&T committee will not establish rigid citation cut-offs to classify the candidate's research impact. Instead, it is the responsibility of the candidate to leverage citation metrics when describing their impact on the field.

Research impact can also be measured by heightened citations, increased national and international collaboration, metrics that show growth of a new academic discipline, influence over public policy, and mainstream media attention. Research awards, positive reviewer/editor comments, and invitations to submit to a reputable journal are other examples demonstrating research impact. It is recommended that candidates use multiple measures to describe and demonstrate research impact when developing their research agenda and promotion and tenure dossier.

Authorship

Lead authorship is seen as evidence of the faculty member's maturation in their field of scholarship and lead authorship is expected. As faculty members progress in their careers, mentorship of students and junior faculty may result in senior investigator roles and senior authorship of subsequent manuscripts. Thus, it is expected that the faculty member would serve as the corresponding author on such publications, which is typically listed as last or second in authorship order. While lead or corresponding authorship indicates a substantial contribution to the field, opportunities for co-authorship and interdisciplinary collaboration are also encouraged. Candidates who co-author articles should disclose the effort involved in each co-authored publication and provide tangible evidence of their scholarly contributions.

Publication Trajectory

It is expected that candidates will demonstrate an upward progression regarding the quality of their work, journal impact, citations, and their emerging reputation in their field. Candidates should serve as the primary author in most of their publications, either as the first author or as a corresponding author that is tied to a student thesis or dissertation project. It is also expected that candidates will establish themselves as independent researchers in their area(s) of expertise. Thus, it is expected that candidates will have carved their own research agenda and produced research products that are independent from their dissertation work, post-doctoral fellowship, or work from a previous institution. Tenure-earning faculty should take care to avoid clustering publications towards the end of their probationary period, which can be problematic in the tenure and promotion process.

Grant Activity

It is expected that DHS tenure-earning faculty will apply for internal and external grant funding to support their research, however, obtaining large federal grants is not a requirement for promotion or tenure. The DHS P&T committee acknowledges that opportunities for external funding in health sciences, particularly federal funding, are limited and highly competitive. Due to the competitive nature of grant funding, candidates are expected to apply for internal grants that may generate pilot data for large-scale funding opportunities. Additionally, faculty are expected to apply for external funding from various sources, including federal, state, local, foundation, and industry sources. Faculty are encouraged to be conscientious with their time

and purposeful with their efforts towards grant activities. Grant activity alone is not an indicator of research impact; instead, the funding generated from successful grant activity should be utilized to publish research that positively impacts the field.

Service Expectations

Candidates for promotion and tenure 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 full professor are expected to demonstrate progressive service, including serving in leadership roles. Examples of evidence of service and leadership 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; reviewing manuscripts for peer-reviewed journals; giving presentations at public schools, healthcare agencies and/or other community-based organizations; and serving in a leadership position for a professional organization.

Promotion and Tenure Criteria and Examples - Assistant to Associate Professor

Teaching

Teaching Criteria Statement

- Demonstrates evidence of quality and effectiveness of teaching in all instructional assignments
- Provides mentorship to students completing independent studies, student research projects, capstone projects, theses, and/or dissertations
- Provides evidence of taking initiative to improve courses taught and enhance course offerings

Examples of Evidence (may include, but not limited to)

- Consistently evaluated as “above expectation/above satisfactory” or higher for teaching effectiveness based on Cumulative Progress Evaluation (CPE)/Annual Evaluation Standards Procedures (AESP) assessments (Note: Teaching effectiveness rated “above expectation/above satisfactory” or higher is not by itself sufficient for promotion or tenure.)
- Teaching consistently rated as “very good” to “excellent” on course/instructor evaluation report (i.e., Student Perception of Instruction - SPoI)
- 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; approval of new course development; formal peer-review of teaching resulting in improvements in instructional aspects and/or delivery)
- Evidence of improvement of courses/teaching materials (i.e., major course revisions/redesign; achievement of HIP, quality, or high-quality course designations; development and approval of a new course; formal peer-review of teaching resulting in improvements in instructional aspects and/or delivery)

- Submission/receipt of grant funding supporting the scholarship of teaching and learning (SoTL)
- Dissemination of content (oral presentations/peer-reviewed publications) related to curriculum, teaching, and/or pedagogy
- Supervision of honors theses, graduate theses or dissertations, capstone projects, or other research projects/independent study courses
- Publications/professional presentations by students under the supervision of the faculty member
- Awards or honors for teaching/mentoring
- Research awards/Honors Undergraduate Thesis scholarships earned by students under the supervision of the faculty member

Research, Scholarly, and Creative Activities

Research, Scholarly, and Creative Activities Criteria Statement

- Provides evidence of a viable, independent, focused research agenda
- Demonstrates research productivity and scholarship commensurate with desired rank through publication record (i.e., publications in refereed journals indexed by SJR, ISI Web of Science or other indexing organizations; goal of a minimum average of two journal publications per year over the course of the tenure-earning period relevant to the candidate's research agenda); efforts to secure internal and external grant funding; peer-reviewed/invited presentations at professional meetings; and impact measures (i.e., JIF, H-index, i10-index, Relative Citation Ratio, etc.)
- Demonstrates publication trajectory

Examples of Evidence (may include, but not limited to)

- Publication of multiple peer-reviewed journal articles (including accepted and in press) as lead or corresponding author, emphasis on journals ranked in the top quartile by SJR
- Co-authored peer-reviewed journal articles
- 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 textbooks; textbook chapter(s), including development of ancillary materials for textbook/chapters; research monograph or editorial (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

Service

Service Criteria Statement

- Contributes to service needs of the university, profession, and community
- Demonstrates record of leadership to the department, college, university, and/or professional organizations related to the candidate's discipline

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 a committee member on one or more undergraduate theses, graduate theses, and/or dissertation committees
- 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
- Chair or coordinator of tracks/sessions at state, regional, national, and/or national professional conferences
- Recipient of an honor/award for professional service or accomplishment from a local, state, national, and/or international professional organization
- Planning participant 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 a college/university grant/research review panel or study section

Promotion from Associate to Professor

General Statement: Faculty performance in teaching, research, and service should distinguish candidates for promotion to full professor from faculty of other ranks. Promotion to Professor is not awarded based on longevity; rather, it is based on sustained and ongoing achievement in teaching, research, and service. In addition, those considered for the rank of Professor are expected to have established a national and/or international reputation with the promise of continued scholarly contributions. Substantial, sustained, and successful productivity in

scholarship must be demonstrated. The quality, quantity, and impact of peer-reviewed publications are important. Validation of impact must be demonstrated through both quality and quantity.

Teaching

Examples of Evidence (beyond that required for promotion to Associate Professor rank; may include, but not limited to)

- Consistently evaluated as “above expectation/above satisfactory” or higher for teaching effectiveness based on CPE/AESP assessments (Note: Teaching effectiveness rated “above expectation/above satisfactory” or higher is not by itself sufficient for promotion or tenure.)
- Teaching consistently rated as “very good” to “excellent” on course/instructor evaluation report (i.e., SPI)
- 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
- Leadership in developing collaborative external relationships to promote student learning opportunities

Research

Examples of Evidence (beyond that required for promotion to Associate Professor rank; 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 with a minimum average of two publications as first and/or corresponding author per year in high-quality, peer-reviewed journals relevant to candidate’s research focus
- 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
- Evidence of original contributions that create new directions in area of expertise

Service

Examples of Evidence (beyond that required for promotion to Associate Professor rank; 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 research interests and expertise
- Editor or appointment to an editorial board of a prestigious national and/or international journal (as opposed to ad hoc reviewer)
- Promotion and tenure external reviewer for faculty candidates at other academic institutions
- Service on a review panel/study section for a national or international agency
- Expert advisor to local, regional, national, and/or international policy makers or advisory boards
- Organizer of major research conferences/symposia for prestigious national/international scientific or professional societies

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