

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

***I. Introduction***

Department-specific guidelines for promotion and tenure (P & T) are intended to serve as standards for the recommendation to grant tenure and promotion to eligible faculty seeking such determinations by the Department of Health Sciences (DHS) P & T Committee. This document describes the core principles and procedures for P & T. They are designed to outline the expected standards and to insure a comprehensive, rigorous, and fair review of the candidates. The criteria outlined herein have attempted to reflect the broad disciplinary and academic interests of the DHS and its major fields of study, as well as any future sub-fields. The granting of tenure and promotion are two separate decisions; the former represents a commitment by the University to continued employment of faculty members, and the latter represents recognition of scholarly and professional achievement in an academic discipline congruent with the rank being sought by the applicant.

The P & T process is separate from the annual review process; however both the DHS P & T Criteria and the DHS Annual Evaluation Standards and Procedures (AESP) documents should be understood by candidates.

The DHS adheres to the University of Central Florida P & T Guidelines. Candidates should consult the University of Central Florida P & T Guidelines with regard to the following:

1. Definitions of titles and ranks;
2. General guidelines including eligibility timeline, salary increases, and qualifying years of service;
3. Department and college committee structure;
4. Overall process initiated by the faculty request and proceeding through the final provost decision; and
5. Grievability.

***II. Policy Statements***

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, including discussion about scholarship quality, authorship, publication trajectory, and grant activity, with the assistance of the Department Chair and DHS P & T Committee. Additionally, the DHS P & T Committee offers the following policy statements for the purpose of clarifying the standards that will be applied to DHS P & T candidates.

**A. Scholarship Quality**

There are varying methods used to determine journal rankings, but there is no uniform

agreement within the academy on this issue. In general, rankings are based on the size of the readership of a journal and/or the difficulty in having an article accepted for publication in that journal. It is worth noting that the respect and esteem faculty in various departments/schools give a journal can also be based on the citation frequency of the journal or the national/international ranking and prestige of a journal over many years. It should be remarked, however, that the acceptance rate of many of the top ranked journals can be less than 1% and eminent scholars from the most prestigious medical and/or schools of allied health regularly compete for acceptance and placement in these publications. Therefore, it should be recognized that many, if not the majority, of the most highly ranked health care journals do not always represent a realistic opportunity for publication, particularly for tenure-earning faculty in undergraduate and clinical doctorate programs. On the other hand, when tenure-earning faculty are able to publish in the highest ranked journals, it can, by defacto, be interpreted as a strong indicator of the quality of the scholarship contained in the publication(s).

Accordingly, the DHS P & T Committee will give due consideration to the overall quality and reputation of the journals that candidates have published in, but will generally place a greater emphasis on the quality of the applicant's scholarship itself. Nor will the P & T Committee establish a rigid ranking of journals due to the large number of health care related publications. The candidate should provide information in their portfolio that is relevant to quality or the generally accepted rankings of the particular journals in which he or she is published. As evidence of the quality of the scholarship and irrespective of publication forum, the candidate should offer evidence as to the frequency to which their scholarship has been cited and/or positively discussed by other scholars in the field.

Candidates for tenure and promotion to associate professor should consult with the Department Chair, the DHS P & T Committee and their professional discipline mentors to be advised regarding acceptable journals.

## **B. Authorship**

Lead authorship is seen as evidence of the faculty member's maturation in their field of scholarship and lead authorship is expected. Faculty should strive to become the senior author on multi-authored articles to show their growing prominence among the scholars in their field. That said, co-authorship is an activity that is also encouraged. Candidates who co-author articles will be required to provide tangible evidence of their scholarly contributions.

## **C. Publication Trajectory**

One aspect of health care scholarship that is often overlooked by those outside of the field is that it tends to be reactive in nature. Health care scholars often react cautiously to the ever-changing mortality and morbidity statistics in their region of the country through ongoing observation of the degree of demand for specialized services, the health care system's response to specific societal needs, and/or to the analysis of novel

epidemiological trends in the population; a process that often takes years until there is sufficient data to make an article publishable in a ranked journal. Accordingly, it may take some time for the new health care scholar to recognize and establish a scholarship focus and identify issues that are worthy of ongoing focused study and publication and that in the long run might have a substantial impact on their field. That said, 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.

#### **D. Grant Activity**

Externally funded grants and contract activity, while encouraged and highly valued by the DHS, are usually not available in large dollar amounts for health care scholarship in the clinical health sciences. The reason for the dearth of funding opportunities is that most of the ground-breaking knowledge in health care is developed primarily through bench or basic science research. Translational research, or bench-to-bedside investigation, that is most frequently done by faculty in health science and first professional programs, typically comes much later in the knowledge development process. Such studies, while necessary to advance day-to-day patient care or to promote major health care initiatives, are not as highly valued by federal or state funding agencies. Nevertheless, health science/clinical research is necessary to enhance patient care protocols, improve individual patient outcomes, and promote wellness. Consequently, in the real world, a significant amount of the needed health science/clinical research is developed and implemented by the people who are already being paid to do so, namely those who are on the front lines of actual health care delivery. As a general rule, the most successful health science/clinical researchers have ready access to patients and research quality equipment through university-based hospitals or specialty clinics. While the ongoing development of the Medical City at Lake Nona can be expected to be a major driver of health science/clinically-based research in the future, realistically, it will be many years before the full potential of the infrastructure being created there is reached.

In the meantime, it is likely that clinical health science researchers in the DHS will be forced to continue to rely on modestly-funded community partnerships, internal grants, and/or small-scale funding for pilot health science/clinical studies. It is, therefore, the policy of the DHS that high dollar amount externally funded research activity will not automatically be required to achieve tenure and promotion. However, tenure-earning faculty members are strongly encouraged to seek federal, state, and local funds to help support their research endeavors. If funded research is pursued by a faculty member, all of the research that results in published scholarship, regardless of the venue, will be counted towards promotion and tenure.

### ***III. Performance Categories for Promotion and Tenure***

The Department of Health Sciences recognizes three basic categories of activities as essential to the promotion process. They are Teaching; Research, Scholarly and Creative Activities; and Service. Below, typical activities for each area of activity are listed, although in some

cases other non-specified activities may be considered acceptable.

**A. Teaching**

1. Course instruction (face-to-face, online, mixed-mode)
2. Direction of independent studies, student research projects, internships, theses, and dissertations
3. Academic advising
4. Involvement and participation in workshops, seminars, and other forums that aim to improve instruction and advisement
5. Program and course development

**B. Research, Scholarly & Creative Activities**

1. Publications
  - a. Publications in refereed journals (in either paper or electronic format), academic reviews, and in original scholarly books
  - b. Book chapters, research monographs, anthologies, peer-reviewed technical reports, and refereed conference proceedings
  - c. Book reviews, technical reports, and articles published in outlets that are not peer-reviewed and are not necessarily targeted to a scholarly audience
2. Preparation, proposal submission, and/or acquisition of grants or contracts to conduct research is strongly encouraged but not necessarily expected of all candidates
3. Other scholarly activity
  - a. Research activity may also be demonstrated through presentations at national and regional meetings, invited lectures, and by citation from other others in the field

**C. Service**

1. Service to the Department, College, and University
  - a. Activity devoted to improving the administrative functions, mission, vision, and/or goals of the Department, College, and University
  - b. Seeking and developing new ways to improve student performance and make long-lasting contributions to the Department, College, and University
  - c. Participation in conferences, courses, workshops, seminars, and acquisition of certifications, degrees and/or credentials that are relevant to the candidate's duties
2. Service to the scholarly discipline
  - a. Participation in professional organizations related to the candidate's discipline or role
  - b. Holding office in scholarly or professional organizations
  - c. Serving on or chairing committees in scholarly or

- professional organizations
- d. Reviews or other critical assessments of scholarly work, including reviews of journal articles, books, and grant applications
- 3. Activity that utilizes professional background and expertise to serve the community outside of the University
  - a. Preparation, proposal submission, and/or acquisition of non-research grants and contracts
  - b. Presentations to community groups
  - c. Participation on boards or working groups that seek to improve, directly deliver health care services or develop health care policy
  - d. Service on or holding office in civic organizations
- 4. Clinical service (if assigned)

Other activities may be included by negotiation or special circumstance recognized by the Department Chair or the DHS P & T Committee. In the DHS, these activities are generally administrative or clinical practice activities that fall under the heading of “other university duties”.

#### ***IV. Guidelines for Tenure***

It is incumbent upon each candidate to demonstrate that prior to earning tenure they have established a strong record of successful teaching; research, scholarly and creative activities; and service activities that will be sustained throughout their academic careers. Faculty members seeking tenure must provide evidence of achievement in the three categories of performance.

Evidence of academic performance shall be consistent with the candidate’s number of years of experience and academic development opportunities, and shall meet all Department, College, and University expectations. Achievement in both teaching and research, and the promise of continued excellence, is necessary for tenure. An appropriate amount of service activity is also required. To acquire tenure, candidates must demonstrate a significant positive contribution to their discipline, the Department, College, and University, with the promise of continued contribution.

##### **A. Teaching Performance**

1. Teaching is an essential function of faculty in the Department of Health Sciences, and consequently all candidates are expected to demonstrate satisfactory performance in this area.
2. The supporting materials used as quality indicators of teaching will include the annual performance evaluations from the Chair and cumulative progress evaluations (CPE) by the DHS P & T Committee. The quality of teaching performance will be judged holistically on accomplishments through all tenure earning years, and any discrete year will not be used as an overall indicator of performance.
3. Evidence of quality of teaching must also include student evaluation summaries

for all courses for which the candidate was the instructor of record during the tenure- earning years, provided student evaluations are available for the courses taught.

4. The candidate may also provide other evidence of quality including course syllabi, course examinations, grade distribution data, special reviews, peer visits, evidence of learning outcomes, and/or other information that the candidate deems appropriate.
5. The evidence provided will be interpreted in terms of the types of courses taught, the academic level of the students, and the instructor's familiarity with the subject matter (e.g. new course preparation).

## **B. Research, Scholarly & Creative Activities**

P & T decisions place the greatest weight on effectiveness in Research, Scholarly & Creative Activities. The following are the criteria from which success and effectiveness in research will be assessed.

1. Publications
  - a. The greatest weight will be given to publications in refereed journals (in either paper or electronic format), academic reviews, and in original scholarly books. Candidates should provide evidence to both the quality of the individual article (e.g. citations, reviews) and the quality of the journal or review will be considered (e.g. journal rankings, readership).
  - b. Book chapters, research monographs, anthologies, peer-reviewed technical reports, and refereed conference proceedings are next in importance.
  - c. Book reviews, technical reports, and articles published in outlets that are not peer-reviewed and are not necessarily targeted to a scholarly audience will receive less weight as evidence of research activities.
2. Preparation, proposal submission, and/or acquisition of grants or contracts to conduct research is strongly encouraged but not necessarily expected of all candidates. When a candidate for promotion and/or tenure chooses to use their time to pursue externally-funded grants or contract they should be aware that:
  - a. Competitive research grants at the national, state, local or institutional level will be considered evidence of research activity in promotion and tenure decisions.
  - b. Non-competitive research grants and contracts will receive less weight as evidence of research activity in promotion and tenure decisions.
3. Grant and contract acquisition to support scholarly research is strongly encouraged. Grants and contracts that are not accompanied by scholarly contributions, however, will not meet the minimum expectations for tenure. In lieu of journal publications, candidates must provide evidence of scholarly productivity comparable to such publications and prepared manuscripts.
4. The supporting materials used as quality indicators of research will also include the annual performance evaluations from the Chair and cumulative progress evaluations (CPE) by the DHS P & T Committee. The quality of research

performance will be judged holistically on accomplishments through all tenure earning years, and any discrete year will not be used as an overall indicator of performance.

### **C. Service Performance**

1. Candidates are expected to provide evidence of service on departmental and/or college committees/tasks. While the amount of activity expected is modest, particularly in the early stages of the probationary period, the quality of service must consistently be above satisfactory.
2. If assigned, clinical service that includes the development of innovative clinical programs or those that represent a significant expansion of a current clinical program, will also be evaluated.
3. The supporting materials used as quality indicators of service will also include the annual performance evaluations from the Chair and cumulative progress evaluations (CPE) by the DHS P & T Committee. The quality of service performance will be judged holistically on accomplishments through all tenure earning years, and any discrete year will not be used as an overall indicator of performance.

### ***V. Guidelines for Promotion***

As with the tenure criteria, the broad range of legitimate activities possible for faculty to participate in and the multi-disciplinary character of the DHS precludes extensive specification of criteria for promotion. Beyond the general criteria for promotion provided here, candidates qualifications must be considered on a case-by-case basis and candidates are encouraged to consult with the Department Chair and DHS P & T Committee.

#### **A. Associate Professor**

The expectations for promotion to the rank of associate professor includes the demonstration of excellence in the quality of teaching; research, scholarly and creative activities; and service activities and the promise of continued contribution.

1. In teaching, the candidate must provide evidence of sustained quality that is satisfactory.
2. In research, scholarly and creative activities, the candidate must provide evidence of a record of distinction in research and the promise of continued contribution. The development of an independent line of research and the establishment of a national reputation based on research contributions in one's field serve as indices of the impact of research endeavors.
  - a. Evidence must include publications in indexed, refereed journals; reviews; monographs; books; and other literary forums within the appropriate discipline.
  - b. Both quality and quantity are required: the quality and impact (as evidenced by citations, journal rankings, and/or outside consultant review) of the candidate's research, however, must be considered as more important than quantity in evaluating the candidate's accomplishments.

- c. The majority of a candidate's scholarly activity must be within a specific focus in order to establish his or her expertise in their field.
  - d. Success in attracting external funding (principal investigator or co-investigator on competitive grant or contract) is strong evidence of progress toward establishing a national research reputation.
3. Candidates must have a strong record of excellence in service. This may take the form of service to the discipline through its professional organizations, Department, College, University, or community.

### **B. Professor**

The expectations for promotion to the rank of full professor include the demonstration of excellence in the quality of teaching; research, scholarly and creative activities; and service activities and the promise of continued contribution.

- 1. In teaching, the candidate must provide evidence of sustained quality that is above satisfactory.
- 2. To qualify for promotion to full professor, candidates must demonstrate performance in research, scholarly and creative activities that provides them national or international recognition, distinguishes them from faculty of other ranks, and reflects the potential for continued excellence.
  - a. Conventional evidence includes publications and citation by other scholars. Both quality and quantity of publications are important, and a substantial number of publications since promotion to Associate Professor is required.
- 3. In service, candidates must have a very strong record of excellence. This may take the form of exemplary service to the discipline through its professional organizations, Department, College, University, or community.
  - a. Examples of exemplary service may include, but not be limited to, elected or leadership roles in the Faculty Senate, Standing or Ad Hoc University committees, or state or national professional organizations.

### **V. Committee Procedures**

The DHS P & T Committee shall be composed according to the current UCF and Collective Bargaining Agreement stipulations.

Each spring, the P & T Committee shall elect a Committee Chair to serve for a period of one calendar year. The individual elected to Chair the P & T Committee shall assume duties immediately after being elected in the fall Semester. In the fall, the P & T Committee Chair shall contact the Department Chair and request the names of faculty who require review during his/her tenure as P & T Committee Chair.

The P & T Committee Chair will be responsible to call meetings and perform other necessary

functions associated with completion of the required forms on behalf of the P & T Committee for tenure reviews, promotion reviews, and cumulative progress evaluations (CPEs) and to advise the Department Chair of the progress of tenure-earning faculty. The P & T Committee Chair will further be responsible for exercising due diligence in verifying the accuracy of the information contained in a candidate's dossier, verifying the completeness of the dossier, and notifying the candidate if additional materials are required to be submitted. If the candidate does not submit the additional materials within a reasonable amount of time, the P & T Committee will proceed with its review based on the documents available.

If candidates are to undergo a final review for the decision on tenure or promotion, a panel of outside reviewers for each candidate will be required. This panel will be created according to the UCF Promotion and Tenure Guidelines.

The Committee shall meet in accordance with the University deadlines to consider candidates for promotion and/or tenure and make appropriate recommendations. The Committee Chair shall facilitate these meetings.