University of Central Florida
Center for Distributed Learning
(CDL)
Instructional Designer Unit Promotion Criteria

Revised June 2021

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Promotion Criteria

The following criteria for promotion are considered. An individual's "Professional Responsibilities" are the most important, as this accounts for the majority of an instructional designer's (ID) annual responsibilities. Candidates for promotion to Associate Instructional Designer and Senior Instructional Designer will be expected to address all three criteria below satisfactorily, but not every listed item is required for promotion.

Evidence of quality and impact can be derived from a variety of sources. The lists below describe many of these sources but should not be considered a simple checklist of completed items.

First Criterion: Professional Responsibilities

- Performance of professional responsibilities
- Mastery of one or more fields of specialization as related to job assignment
- Demonstrated knowledge of learning theories, teaching strategies, and online pedagogy
- Demonstrated ability to create and facilitate professional development
- Demonstrated understanding of departmental and institutional goals
- Demonstrated leadership, initiative, and maturity of judgment
- Demonstrated working relationships with unit personnel, the university community, and professional community outside the university

Second Criterion: Scholarship and Professional Development

- Scholarly publications
- Invited presentations
- Accepted presentations
- Grants and contracts in support of scholarly activities
- Creative activities
- Awards and honors
- Attends continuing education, courses, and training

Third Criterion: Service

- Service to the unit, division, or university
- Service to the professional community
- Service to the public

It is incumbent upon the instructional designer to demonstrate that prior to promotion, they have established a strong record of successfully performing professional responsibilities, conducting scholarly activities, and contributing via service, appropriate to the rank under

consideration and consistent with the criteria.

The levels of performance expectations are intended to be progressive in nature for promotion from (a) Assistant Instructional Designer to Associate Instructional Designer, and (b) Associate Instructional Designer to Senior Instructional Designer.

Requirements for Promotion

Promotion to Associate Instructional Designer

Evaluation

The expectation for significant commitment and strong contributions may be met by some of the following examples. This is not a checklist nor is it a comprehensive listing of all possible activities. Candidates are not expected to achieve every example nor are they expected to excel equally in each area. Rather, candidates should be able to demonstrate appropriate impact across all three criteria commensurate with their annual assignments.

Candidates will demonstrate contributions, experiences, and/or accomplishments in a variety of the following criteria:

Professional Responsibilities

Associate Instructional Designers show an increasing performance of professional responsibilities.

- Collaboratively consults with faculty on the design, development, and delivery of online courses. They should be viewed by assigned instructional faculty as a valued partner and instructional design consultant.
  - Performance may be represented in letters, e-mails, and other documentation such as those submitted with annual evaluations, as well as through other means.
- Must demonstrate a consistent history of annual evaluations at Satisfactory or greater
- Receives recognition by peers within or beyond the division for professional expertise in area(s) of specialization
- Develops and/or delivers departmental professional development that aligns with unit and division opportunities
- Utilizes existing frameworks or models to improve the quality of online instruction
- Contributes to achievements of ID team and CDL with appropriate evidence
- Contributes to university goals with appropriate evidence
- Actively contributes to unit, division, or university projects

- Improves CDL services and workflows
- Creates and maintains relationships with faculty
- Creates and maintains professional relationships with local and state colleagues

Scholarship and Professional Development

Associate Instructional Designers demonstrate evidence of a scholarship and/or research agenda which displays a trajectory to national recognition. They also actively participate in professional development opportunities.

It is recognized that peer-reviewed publications and presentations are more highly valued than non-peer-reviewed venues. Scholarship is expected to be progressive in nature and align with individual annual assignments. Both collaborative and individual scholarly activities are valued and encouraged.

Scholarship

- Manuscripts accepted or published in *peer-reviewed* publications, with publication rankings indicated as appropriate
- Manuscripts accepted or published in *non-peer-reviewed* publications
- Presentations at state, regional, or national venues
- Participation in or acquisition of grants or contracts
- Assists in the formulation, implementation, or revision of a creative activity

Professional Development

- Participates in UCF professional development opportunities
- Participates in external professional development opportunities
- Receives award or honor – campus, local, or state venue
- Attends continuing education courses and training

Service

A factor in determining an Instructional Designer's advancement is the individual's accomplishments in service that are consistent with their assignment.

- Contributes to CDL, other campus unit or department, division, or university committees
- Actively participates in professional organizations
- Meets with representatives from other institutions or vendors
- Coaches or mentors students, colleagues, or interns
- Consults or delivers special services on campus
- Presents as a guest speaker in course(s), lecture(s), or presentation(s) related to profession

Promotion to Senior Instructional Designer

Evaluation

The expectation for significant commitment and strong contributions may be met by some of the following examples. This is not a checklist nor is it a comprehensive listing of all possible activities. Candidates are not expected to achieve every example nor are they expected to excel equally in each area. Rather, candidates should be able to demonstrate appropriate impact across all three criteria commensurate with their annual assignments.

Candidates will demonstrate contributions, experiences and/or accomplishments in a variety of the following:

Professional Responsibilities

Senior Instructional Designers demonstrate the highest level of competence and substantive achievements, as well as demonstrate leadership and prominence in the field.

- Creates or expands upon frameworks and/or models to improve the quality of online instruction
- Serve(s) in a leadership role to achieve department, division, and university goals
- Initiates and/or serve(s) in the execution of department, division, or university projects
- Creates and/or improves new services or workflows
- Creates and maintains professional relationships with faculty. They should have an institutional reputation as a valued partner and expert consultant amongst faculty.
- Creates and maintains professional relationships with national or international colleagues
- Must demonstrate a consistent history of performance evaluations at Satisfactory or greater.

Scholarship and Professional Development

Senior Instructional Designers demonstrate evidence of a scholarship and/or research agenda which exhibits national and/or international recognition, as evidenced by multiple examples of quantity and quality such as publishing and presenting. They also are active leaders in internal and external professional development.

It is recognized that peer-reviewed publications and presentations are more highly valued than non-peer-reviewed venues. Scholarship is expected to be progressive in nature and align with individual annual assignments and areas of specialization. Both collaborative and individual scholarly activities are valued and encouraged.

Scholarship

- Continued publication productivity with an established national, or international presence for a scholarly line of work
- Continued presentation productivity with an established national, or international presence for a scholarly line of work
- Takes leadership position in innovative, creative activities outside of the department, division, or university
- Participation in or acquisition of grants or contracts
- Leads or assists in the formulation, implementation, or revision of a creative activity

Professional Development

- Takes leadership role in department, division, or university professional development opportunities
- Takes leadership role in external professional development opportunities
- Awards and/or honors at campus, local, state, national, or international venues
- Completes continuing education certificates
- Completes courses or degrees related to an employee's assignment

Service

Service is expected of all members of the department with an assignment that includes service. A factor in determining an Instructional Designer's advancement is the individual's accomplishments in service that are consistent with their assignment.

- Leads Instructional Design, unit, division, or university committee(s)
- Contributes to other units, divisions, or university committees
- Activity participates in professional organizations
- Serves as reviewer or editor of a scholarly publication
- Facilitates visits with representatives from other institutions or vendors
- Coaches or mentors' students, colleagues, or interns