

## CRITERIA FOR PROMOTION AND TENURE

### *I. Introduction*

This document describes the criteria for eligible faculty applying for promotion and/or tenure in the School of Kinesiology and Physical Therapy (SKPT). These criteria are designed to outline the expected standards and guide a rigorous and fair review of candidates. The granting of promotion and tenure are two separate decisions; neither guarantee employment but rather guarantee the right to due process related to employment. Promotion represents recognition of scholarly and professional achievement in an academic discipline congruent with the rank being sought by the applicant. The criteria outlined herein have attempted to reflect the broad disciplinary and academic interests of the kinesiology, physical therapy, and athletic training programs within SKPT.

Additional information regarding the University of Central Florida (UCF) Promotion and Tenure (P&T) guidelines is available in UCF Regulation 3.015 (Promotion and Tenure of Tenured and Tenure-earning Faculty).

### *II. Research, Scholarly, and Creative Activities Overview*

The SKPT P&T committee recognizes that standards for research, scholarly, and creative activities in kinesiology, physical therapy, and athletic training vary and are different in character and application than many academic disciplines. Whereas some scholarly efforts can be completed quickly, others may take years and require significant resources. As such, when developing materials, it is incumbent on the applicant to articulate how their work has made a significant impact on their discipline(s). Early on, tenure-earning faculty are encouraged to work with the SKPT School Director and senior faculty mentors to develop a written, goal-oriented research plan. As such, this plan should be reflected in their first CPE Review to ensure faculty are on track.

The SKPT P&T Committee offers the following statements to clarify the standards applied to SKPT P&T candidates. These statements have been subdivided into four categories: Research Impact, Publication Trajectory, Authorship, and Grant Activity.

#### **A. Research Impact**

SKPT faculty members planning their future research agendas should strive to conduct high-quality original investigations and publish in reputable, indexed journals with 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. 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 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. In addition, the P&T committee acknowledges that the primary sources of dissemination for specific topics, including but not limited to clinical and educational research, may not be limited to high-impact factor journals.

Given that the fields of kinesiology, physical therapy, and athletic training do not have universally agreed upon journal rankings, the SKPT 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. The SKPT P&T Committee will not establish a rigid ranking of journals. The candidate should provide information in their dossier that illustrates the reputation of the journals in which they are published and/or other indicators of journal appropriateness for the faculty member's research agenda. While the SKPT 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., Very high impact: Quartile 1 (>25%) of journals in a category), Eigenfactor, Source Normalized Impact per Paper, and SCImago Journal Rank. 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. Candidates are encouraged to consult with the SKPT School Director and their professional discipline mentors for advice regarding acceptable journals.

- **Author Citations:** As evidence of the research quality and irrespective of publication forum, the candidate should offer evidence in their promotion dossier as to the frequency to which their research has been cited and/or positively discussed by other scholars in the field. 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 i-10 index (available via Google Scholar), ResearchGate RG score, altimetric, 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 SKPT P&T committee will not establish rigid citation cut-offs to classify the candidate's research impact. Instead, it is incumbent on the candidate to leverage citation metrics when describing their impact on the field.

Research impact can also be measured by heightened citations, increased international collaboration, metrics that show growth of a new academic discipline, influence over public policy, greater trust in methodological approaches among researchers, and mainstream media attention. Research article awards, positive reviewer/editor comments, and invitations to submit to a reputable journal are other examples of demonstrating research impact. Overall,



the SKPT P&T Committee encourages candidates to utilize multiple measures of research impact when developing their research agenda and promotion dossier.

### **B. Publication Trajectory**

Over the period of consideration, faculty seeking tenure is required to publish a minimum of 12 peer-reviewed publications for promotion and tenure consideration. In addition, tenure-earning faculty members are expected to demonstrate primary authorship (defined as first or corresponding author) for at least 6 of the manuscripts. For publications tied directly to thesis/dissertation/capstone projects where the student may serve as first and/or the corresponding author, primary authorship may be considered when the faculty member who served as a committee chair or as the student's primary mentor is listed as second or senior (last) author. Only one faculty member can be designated as the primary author in this situation. Tenure-seeking faculty should take care to avoid clustering publications towards the end of their probationary period, which can be problematic in the promotion and tenure process. Furthermore, candidates are encouraged to demonstrate independent research efforts beyond the work completed during their doctoral degree, postdoctoral fellowship, or previous appointment.

### **C. Authorship**

Authorship of peer-reviewed publications is viewed as evidence of a faculty member's contribution to the field. It is important to note that there are no universally agreed-upon guidelines for authorship order. Early in one's academic career, being listed as the first author is viewed as a substantial contribution to the field. The first authorship on a highly cited publication early in one's career can lead to an emerging national/international reputation. As faculty members progress in their careers, mentorship of students, trainees, and junior faculty members may lead to opportunities for senior management of research efforts. As such, it is expected that authorship order on publications may transition to the corresponding author, which is typically listed as last or second.

Furthermore, opportunities for co-authorship as part of more extensive, interdisciplinary research teams may present themselves throughout one's career. These efforts are to be encouraged. However, authorship on these publications may require substantial time and have a significant impact in the field, but not result in first or corresponding authorship. It is incumbent upon the candidate to disclose the effort involved in each published study so that the value of the contribution can be interpreted and authorship is clearly established.

### **D. Grant Activity**

Candidates are expected to submit external grant proposals to support their research agenda, but obtaining large federal grants is not required to be promoted or tenured. The SKPT P&T Committee acknowledges that opportunities for external funding in kinesiology, physical therapy, and athletic training are often limited. Federal grants, in particular, are highly competitive. Given the competitive nature of funding, candidates are encouraged to seek external funding from various sources, including federal, state, local, foundation, and industry opportunities, to help support their research endeavors. Seeking modestly funded community/research partnerships, internal grants, and/or small-scale funding used to generate pilot data is also encouraged. Overall, candidates 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.

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

The SKPT recognizes three basic categories of activities essential to the promotion process. They are Instructional Advancement and Mentoring Activities, Research and Creative Activities, and Service. Below, typical activities for each area are listed, although in some cases, other non-specified activities may be considered acceptable)

#### **A. Instructional Advancement and Mentoring Activities**

##### **1. Instructional advancement**

- Achieve “Good” to “Excellent” instructor evaluation ratings (SPI’s) from at least 75% of students who completed an evaluation in all of the courses taught annually.
- Development of one new course or make major revisions in an existing course
- Leading or co-leading the development of a new program or making curricular revisions in an existing program
- Contribute to the development of a study abroad or service-learning course
- Develop and integrate innovative teaching strategies or technologies that enhance curriculum and/or instruction
- Demonstrating the use of feedback on teaching effectiveness (e.g., FCTL or other peer evaluation) to improve instruction
- Obtain High Impact Practices course designations by the College of Undergraduate Studies (Integrative Experience Courses; Research Intensive Courses; Service Learning).
- Obtain Quality or High-Quality designation by CDL for Mixed Mode/Blended or Online Courses.

##### **2. Mentoring**

- Serve as member of a student thesis/capstone committee or dissertation committees)
- Chair student thesis/capstone committee or dissertation committees (may be counted in successive years for the same student; may be counted more than once for different students in the same year)
- Serve on student projects (e.g., FIRE, Lead Scholars, directed independent study, independent research course)
- Mentorship of student projects that results in a publication or conference presentation
- Produce a manual, guide, newsletter article, or other materials for faculty members regarding the curriculum or instructional methods
- Lead or provide significant contributions towards extracurricular student activity (e.g., interprofessional education, study abroad)

##### **3. Other instructional activities**

- Produce a textbook or publication (e.g., journal article, book chapter)



- related to the faculty member's area of teaching
- Receive a grant or other funding that advances the teaching mission of the program and/or School
  - Receive a teaching award from the college, university, or professional organization (e.g., Teaching Incentive Program or Scholarship of Teaching and Learning Award)
  - Earn a professional certification in a content area (enhances the ability to teach)
  - Attendance at FCTL or CDL programming activities in an effort to improve teaching.
  - Serve as a guest speaker for another faculty member's course to provide expertise/enhance student learning
  - Additional instructional activities may be considered with support from the SKPT Director and/or academic unit leader.

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

1. Publications
  - a. Publications in refereed journals (in either paper or electronic format)
  - b. Original scholarly books, 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 that are not necessarily targeted to a scholarly audience
2. Preparation and proposal submission of grants or contracts to conduct research and creative activities are expected of all candidates, with additional weight given to the acquisition of funding.
3. Other scholarly activity
  - a. Research activity may also be demonstrated through peer-reviewed or invited presentations at regional, national, and international meetings, invited lectures, and by citations from others in the field

## **C. Service**

1. Service to the School, College, and University
  - a. Committee work and other activities devoted to improving the administrative functions, mission, vision, and/or goals of the School, College, and University
  - b. Seeking and developing new ways to improve student performance and make meaningful contributions in support of the strategic plans of the School, College, and University (e.g., programmatic development/improvements, strategic initiatives, etc.)
  - c. Participation in conferences, courses, workshops, seminars, and acquisition of certifications, degrees, and/or credentials that are relevant to the candidate's discipline and assignment



2. Service to the 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 grants and contracts for service activities not associated with research
  - b. Presentations to community groups
  - c. Participation on boards or working groups that seek to improve, directly deliver discipline-specific services, or develop discipline-specific policy.
  - d. Service with or holding office in civic organizations

The School Director may include other activities. In the SKPT, 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 seeking tenure must provide evidence of achievement in 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 School, College, and University, with the promise of continued contribution.

##### **A. Instructional Activities**

1. Teaching is an essential function of faculty in the SKPT, and consequently, all candidates are expected to demonstrate excellence in this area. Faculty are expected to regularly engage in instructional expectations, including course preparation, course administration, curriculum support, and fair, equitable, and timely interaction with students.
2. The supporting materials used as indicators of teaching will include both quality and quantity. The quality of teaching performance will be judged holistically on accomplishments through all tenure earning years. 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.



4. The candidate must provide SPoIs. However, SPoIs are only one part of the evaluation. Other evidence of quality may include 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).
6. Document a minimum of four unique instructional advancements and/or mentorship activities each year (see section III A 1,2,3).

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

In line with the annual assignment of duties for tenured and tenure-earning faculty, effectiveness in Research, Scholarly & Creative Activities represents a significant component of P&T decisions.

### **1. Publications**

- a. The greatest weight will be given to publications in refereed journals (in either paper or electronic format. Candidates should provide evidence to both the quality of the individual article (e.g., citations, reviews) and the journal's quality or review (e.g., journal rankings, readership).
- b. Original scholarly books, 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.
- d. Over the period of consideration, faculty seeking tenure is required to publish a minimum of 12 peer-reviewed publications to be regarded as eligible for tenure consideration. In addition, tenure-seeking faculty members are expected to demonstrate primary authorship for at least 6 of the manuscripts. Please note that satisfaction with these minimum criteria is not sufficient without adequate support of the publications' impact and/or quality.

### **2. Preparation and proposal submission of grants or contracts to conduct research, scholarly, and creative activity is expected of all candidates, with additional weight given to the acquisition of funding. When a candidate for promotion and/or tenure chooses to use their time to pursue externally funded grants or contracts, they should be aware that:**

- a. Competitive research grants and contracts 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 research, scholarly, and creative**



activity 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 related to grant acquisition comparable to such publications and prepared manuscripts.

4. The quality of research performance will be judged holistically on accomplishments throughout all tenure earning years. Any discrete year will not be used as an overall indicator of performance.

### **C. Service**

1. Candidates are expected to provide evidence of service on school 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 be consistent with the expectations of the discipline and assignment. However, growth in service to the University at large and within the candidate's professional association(s) is an expectation to aid in the eventual establishment of a national reputation.
2. If assigned, clinical service that includes developing innovative clinical programs or representing 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 AESPs from the Director and cumulative progress evaluations (CPE) by the SKPT P&T Committee and Director. 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 performance indicator.

### ***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 SKPT 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 School Director and SKPT P&T Committee.

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

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

1. The candidate must provide evidence of sustained quality that demonstrates excellence in teaching and mentoring. Faculty candidates are expected to:
  - a. Regularly engage in instructional expectations, including course preparation, course administration, curriculum support, and fair, equitable, and timely interaction with students.





- b. Serve as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations.
    - c. Document a minimum of four unique instructional advancements and/or mentorship activities each year (see section III A 1,2,3)
  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 progress toward establishing a national reputation based on research contributions in one's field serves as indices of the impact of research endeavors. (see section III B 1,2,3)
    - a. Evidence must include publications in indexed, refereed journals; reviews; monographs; books; and other literary forums within the appropriate discipline.
    - b. Over the period of consideration, candidates are required to publish a minimum of 12 peer-reviewed publications to be regarded as eligible for promotion consideration. In addition, candidates are expected to demonstrate primary authorship for at least 6 of the manuscripts.
    - c. Both quality and quantity are required: the quality and impact (as evidenced by citations, journal rankings, journal appropriateness, and/or outside consultant review) of the candidate's research must be considered more important than quantity in evaluating the candidate's accomplishments.
    - d. The majority of a candidate's scholarly activity must be within specific focus areas to establish their expertise in their field.
    - e. 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, School, College, University, or community (see section III C 1,2,3).

## **B. Professor**

The School of Kinesiology and Physical Therapy standards are supplementary to UCF regulation UCF-3.015, which states: *"Promotion to professor is awarded on the basis of superior and sustained achievement at the national and/or international level with the promise of continued contribution and not on the basis of longevity. The rank of professor reflects not only an individual's contributions within the institution, but also denotes a reputation as a leading scholar and researcher among one's academic peers on a national and/or international level. Substantial contributions of a continuing nature in each of the areas evaluated, beyond that expected of an associate professor, are necessary components for the achievement of the rank of professor."*

1. The review process for promotion to the rank of professor will consider all the criteria for promotion to associate professor with additional attention given to the development of a focused line of research and the establishment of a reputation for scholarly work at the national and/or international levels.



2. The candidate must provide evidence of sustained quality that demonstrates excellence and significant contributions to program development in teaching. Faculty candidates are expected to:
  - a. Regularly engage in instructional expectations, including course preparation, course administration, curriculum support, and fair, equitable, and timely interaction with students.
  - b. Serve as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations.
  - c. Mentor colleagues and students in their professional role development and/or teaching.
  - d. Document a minimum of four unique instructional advancements and/or mentorship activities each year.
3. To qualify for promotion to professor, candidates must demonstrate performance in research, scholarly, and creative activities that provide international recognition, distinguish them from faculty of other ranks, and reflect the potential for continued excellence.
  - a. The quality and quantity of publications are important. Conventional evidence includes publications and citations by other scholars. Over the period of consideration, candidates are required to publish a minimum of 14 peer-reviewed publications post-tenure for promotion consideration. In addition, candidates are expected to demonstrate primary authorship for at least 7 of these 14 manuscripts.
  - b. Success in attracting external funding (principal investigator or co-investigator on competitive grant or contract) is strong evidence of progress toward furthering a national and/or international research reputation.
4. In service, candidates must have a strong record of excellence that demonstrates impact both at the university level and at the national/international level.
  - a. Examples of exemplary service within the university may include, but not be limited to, elected, appointed, or other leadership roles in the Faculty Senate, Standing or Ad Hoc University committees, or other university-level organizations.
  - b. Examples of exemplary service at a national/international level include elected, appointed, or other leadership roles in professional organizations.
  - c. Additional forms of service that demonstrate a broad impact at the community, state, or regional level may also be considered with substantial justification.