

Promotion and Tenure Criteria
Rosen College of Hospitality Management
Approved by Faculty Excellence, Available for first use 2018-19

Introduction

This document is intended to provide guidelines and standards for promotion and tenure (P&T) decisions in the Rosen College. These guidelines and standards reflect the broad disciplinary and academic interests of the College and its sub-disciplines. The criteria provided at the College level are intended to supplement those existing at the level of the University of Central Florida.

The purpose of the College is to facilitate the creation; enhance; and transmit knowledge, information, ideas, and professional practices related to the hospitality industry through teaching and research. The College recognizes three (3) basic categories of activities as essential to the promotion and tenure process: research, teaching, and service. The successful candidate will demonstrate excellence in all three (3) categories.

The aim of this document is to provide an effective and transparent performance measurement system to measure faculty members' performance in research, teaching and service, when making promotion and tenure decisions. With a transparent system, the College should experience general faculty satisfaction; excellent quality and quantity of research, teaching, and service activities; and, maintain or improve academic credibility.

The tenure and promotion process calls for collective decisions made by numerous jurors. The information below should not be construed as a prescriptive guarantee of success in any of these processes, but should serve as a baseline for consideration. The following sections provide principles and criteria for evaluating faculty in the areas of research, teaching, and service.

Principles and Criteria for Evaluating Faculty Research Performance

This section is related to the assessment of professional growth and achieved competence in the area of research. Faculty research is a defining characteristic of universities and is recognized as an important dimension for achieving institutional excellence. A strong and well-designed university research profile contributes to the creation of new knowledge, maintains and strengthens the quality of a university's programs, increases funding from external sources, and enhances the institution's leadership role.

One of the primary functions of our College is the creation, advancement, and dissemination of knowledge in the hospitality and tourism field.¹ Thus, the College nurtures an environment in which significant and meaningful research can take place. Through innovative, creative, and relevant research, faculty members contribute to and provide leadership in the solution of many of the problems faced by society, in particular those of the hospitality and tourism industry. The quality of

¹The university's vision is to become the "nation's leading metropolitan research university recognized for its intellectual, cultural, technological, and professional contributions and renowned for its outstanding programs and partnerships." See UCF's mission at <http://www.spc.ucf.edu/SPCMission.html>.

teaching in our College and the viability of graduate programs are directly related to the quality of research and scholarship of the faculty.

Criteria for research performance

Research productivity is central to the mission of our College, thus it plays a critical role in promotion and tenure decisions². It is a principal indicator in determining whether we are to become one of the leading institutions in hospitality and tourism in the country and globally, and it is crucial to the success of our Ph.D. program.

The relevant research activities considered in the evaluation of research performance can be classified under several distinct categories and are consistent with the College's list of research and other scholarly activity standards. They are as follows:

- Scholarly refereed articles in respected academic journals
- Grants and contracts
- Books: scientific research presented via scholarly books and written for a learned audience
- Book chapters for scholarly publications.
- Refereed conference proceedings
- Articles/columns in professional trade magazines
- Academic and industry awards and recognition

The cumulative progress evaluation for tenure-earning faculty, as well as for a tenured faculty member who requests a cumulative progress evaluation, will be guided by the following principles:

- 1) Refereed publications in high quality journals are of overwhelming importance and will carry the greatest weight in the assessment of overall research performance. Publications in refereed journals may include; full research articles, research in brief papers, research notes, and discussion papers. The reasons are threefold: 1) original scientific output in the field of hospitality and tourism is primarily disseminated through articles in refereed journals; 2) publication in top rated journals is a highly competitive process; and 3) the ranking or reputation of a College is determined by publications in well-known journals. A publication is counted for evaluation purposes as of the date on the acceptance letter.
- 2) Departments may provide indicative lists of journals to guide faculty in their progress towards promotion and tenure.
- 3) Departmental guidelines will be available to guide faculty members in their advancement.
- 4) The assessment of publications should take into account both quantity and quality of publications. The candidate is expected to demonstrate the ability to be a single/lead author, as well as the ability to collaborate with colleagues and to lead graduate student publications.

² According to recent investigations, research is the single most important career advancement factor. See Weber, K. and Ladkin, A. (2008), Career Advancement for Tourism and Hospitality Academics: Publish, Network, Study, and Plan. *Journal of Hospitality and Tourism Research* 32(4): 423-447.

- 5) Sustained research output.
- 6) Development of a clear research agenda.
- 7) Printed research records should be listed under appropriate headings (e.g. Refereed Journal Articles, Books, Book Chapters, Refereed Conference Proceedings, etc.).
- 8) A cumulative progress evaluation (CPE) is conducted annually for each tenure-track faculty member by the department P&T committee, the chair, and the dean. An annual faculty evaluation is conducted every year by the department chair. Positive annual evaluations and CPEs do not guarantee promotion and tenure.

Research activity standards

The objective of these standards is to promote active involvement of every faculty member in scholarly activities that extend knowledge and its application in the discipline. In order to realize this objective, the faculty will be assessed on a steady stream of scholarly and creative activity from two specific categories:

1. Scholarship of discovery activities which include:
 - Sustained research output
 - Evidence of a clear research agenda
 - Blind review (refereed) published and/or accepted articles in academic journals
 - Peer reviewed books, book chapters, monographs, proceedings, or presentations
 - Refereed conference presentations
 - Non-peer reviewed books, monographs, proceedings, or presentations
 - Funded or submitted external grant or contract proposals
 - Evidence of collaboration with other individuals
2. Scholarship of integration and application activities which include:
 - Writing for non-specialists (professional magazines) by conveying associated research outreach material
 - Professional development programs
 - Textbooks
 - Consultation with and/or providing technical assistance for organizations and agencies

The College considers it important to provide some standards as to the levels of accomplishment of the faculty. For this purpose, faculty members should meet the set of criteria according to the rank listed below or clearly document performance in some criterion to compensate for the absence of another.

In the evaluation of a candidate's qualifications for tenure and promotion to Associate Professor, accomplishments relevant to the criteria for promotion occurring any time during the period will be considered since the candidate's hire at UCF and completion of her/his final degree. In the evaluation of a candidate's qualifications for promotion to Full Professor, accomplishments relevant to the criteria will be considered from the standpoint of the entire record. There are two

headings in each category by rank: (1) primary expectations and (2) secondary expectations. Each candidate must meet the minimum listed under the primary expectations and some of the secondary expectations.

An *Assistant Professor* should comply with the following guidelines in order to become eligible for promotion and tenure based on a 3-3 teaching load:

Primary Expectations

- Publish or have in press at least 12 articles in refereed academic journals
- Publish at least six of the required 12 articles in top tier journals
- Publish the remainder of the required 12 articles in journals of her/his own preference
- Be a single author of at least one journal article
- Be the first author of at least two journal articles
- Submit at least three grant (internal or external), professional development or consultancy contract proposals

Secondary Expectations

- Establish a record of refereed stand up presentations/proceedings at conferences (*required*)
- Secure an internal or external grant/contract (*recommended*)
- Publish research articles with colleagues and/or graduate students (*optional*)
- Publish articles/columns in professional magazines (*optional*)
- Receive at least 20 citations from other scholars (*recommended*)
- Conference reports, book reviews, and encyclopaedia entries (*optional*)
- Recognition received for research (e.g. best paper award from a journal or a conference)

A non-tenured *Associate Professor* should comply with the following guidelines in order to become eligible for tenure based on a teaching load of 6 undergraduate classes per year (Fall and Spring semesters) or an equivalent load of undergraduate and graduate classes:

Primary Expectations

- Publish or have in press at least 15 articles in refereed academic journals
- Publish at least six of the required 15 articles in top tier journals
- Publish the remainder of the required 15 articles in journals of her/his own preference
- Be a single author of at least two journal articles
- Be the first author of at least three journal articles
- Submit at least three grant (internal and external), professional development or consultancy contract proposals

Secondary Expectations

- Establish a record of refereed stand up presentations/proceedings at conferences (*required*)
- Secure an internal or external research grant/contract (*required*)
- Publish at least one book chapter (*optional*)
- Publish research articles with colleagues and/or graduate students (*optional*)
- Publish articles/columns in professional magazines (*optional*)

- Receive at least 20 citations from other scholars (*required*)
- Conference reports, book reviews, and encyclopaedia entries (*optional*)
- Recognition received for research (e.g. best paper award from a journal or a conference) (*optional*)

A tenured *Associate Professor* should comply with the following guidelines in order to become eligible for promotion to full professor:

Primary Expectations

- Publish or have in press at least 30 refereed journal articles
- Publish at least 15 articles in top tier journals
- Be a single author of at least four journal articles
- Be the first author of at least eight journal articles
- Secure at least \$50,000 in grants and/or contracts
- Establish a substantive record of refereed stand up conference presentations and conference proceedings publications.
- Be recognized nationally and/or internationally as a leader in the field. This will be evidenced by serving on editorial boards of top journals, being an editor of a journal, serving on scientific committees of conferences, speaking on panels at conferences, being invited as a keynote speaker at international conferences, and receiving research, teaching, or service awards.

Secondary Expectations (six out of twelve)

- Publish or have in press an edited scholarly book
- Publish articles/columns in professional magazines
- Receive at least 100 citations from other scholars and researchers
- Evidence of collaboration with high level scholars from external institutions
- Evidence of publishing with graduate students
- Evidence of publishing with junior faculty
- Conference reports, book reviews and encyclopaedia entries
- Organizing an international conference/event
- Recognition received for research (e.g. best paper award from a journal or a conference)

Principles and Criteria for Evaluating Faculty Teaching Performance

This section is related to the assessment of the professional growth and achieved competence in the area of teaching. Exceptional teaching is a defining characteristic of universities and is recognized as an important dimension for achieving institutional excellence. The vision of the university is to provide high-quality, broad-based education and experience-based learning contributing to student development and leadership growth. The primary goal of the university is to offer the best undergraduate education available in Florida. A strong and well-designed university teaching profile strengthens the caliber of the university's graduates, increases funding from external sources and enhances the institution's leadership role in the community.

Criteria

Evidence of high quality teaching performance is inclusive of syllabi that are updated each semester, performance assessment of students, use of appropriate technology, peer evaluations, and content that is based on literature/empirical evidence. Evidence must include student evaluations for all courses taught. The record should demonstrate activities aimed at continuous improvement. The following factors will be considered:

- When appropriate, syllabi should reflect standards of accrediting agencies or professional organizations
- Serving as the faculty liaison between the university and a school or appropriate agency; advising, mentoring, serving as a member of thesis or dissertation committees are important examples of contributions to the teaching component
- Documentation that student and collegial feedback is used to improve instruction
- Evidence of modeling the reflective teaching process

A) Classroom Instruction

- a) Syllabi and course material (examinations, assignments, and other material contained in the end-of-term course packs)
- b) Record of teaching courses in multiple teaching modalities (e.g. face to face, mixed mode, W and V modes)
- c) Record of teaching small and large classes
- d) Student evaluations
- e) Chair and/or peer evaluations

B) Curriculum & Course Development

- a) Major course revisions
- b) Introduction of innovative new courses
- c) Publications of pedagogic articles, textbooks, and laboratory manuals
- d) Developing on-line courses and material
- e) Industry immersion, such as participating in webinars, site visits and industry advisory boards

C) Graduate Student Development

- a) Chairs Doctoral committees
- b) Chairs Masters committees
- c) Serves on committees for a Masters or Doctoral students
- d) Graduate student research/independent study supervision
- e) Publications, awards, conference presentations of students under faculty supervision

D) Undergraduate Student Development

- a) Honors thesis supervision
- b) Honors thesis committee member
- c) Undergraduate student research/independent study supervision
- d) Publications, awards, conference presentations of students under faculty supervision
- e) Student mentoring, such as RAMP

E) Supplemental Instruction

- a) Student advising
- b) Conducting help sessions for students
- c) Teaching and working with students outside the regular classroom
- d) Coordinators of multi-section classes and laboratories

F) Other

- a) Organization of conferences/workshops related to scholarship of teaching and learning
- b) Participation in conferences/workshops scholarship of teaching and learning
- c) Individual Professional Development efforts
- d) Textbooks and book chapters

An *Assistant Professor* should comply with the following guidelines in order to become eligible for promotion and tenure:

- Evidence of excellence in the quality of instruction. Such evidence includes student perception of instruction (SPI) evaluations, course syllabi, course examinations, grade profiles of courses taught, peer reviews, or other information, which reflects the quality of instruction provided by the faculty member
- Evidence of course development and revisions
- Evidence of working with undergraduate and/or graduate students

A tenured *Associate Professor* should comply with the following guidelines in order to become eligible for promotion to full professor:

- Evidence of excellence in the quality of instruction. Such evidence includes student perception of instruction (SPI) evaluations, course syllabi, course examinations, grade profiles of courses taught, peer reviews, or other information which reflects the quality of instruction provided by the faculty member
- Evidence of course development and revisions both at the undergraduate and graduate levels
- Evidence of leading and serving on graduate students' thesis and dissertation committees

Principles and Criteria for Evaluating Faculty Service Performance

This section is related to the assessment of the professional growth and achieved competence in the area of service. It is expected that all faculty members will provide service in the following areas:

- Activity devoted to serving the Department, College, and the University
- Activity that facilitates the objectives of the Department, College, and the University
- Participation in professional organizations related to faculty members' disciplines or general faculty roles
- Serving on journal's editorial boards, being an editor, serving on scientific committees of conferences etc.
- Participation in conferences, workshops, seminars and acquisition of academic degrees/certifications designed to enhance competence and understanding of scholarly or academic material
- Developing new ways to improve performance and make contributions to the Department, College, and University
- Activity, which utilizes professional background and expertise in the community outside of the University

Other activities may be included by negotiation or special circumstances recognized by the department Chair. With the exception of invitations of distinction, any unassigned activities compensated by sources other than the University generally will not be credited for tenure or promotion.

- For promotion and tenure to Associate Professor, faculty members must demonstrate the ability to successfully work on committees with colleagues and hold committee leadership roles.
- For promotion to Full Professor, faculty members must have a strong service record of excellence. This may take the form of service to the Department, College, University, and the community. Faculty members should demonstrate service leadership on a number of committees.