PROMOTION AND TENURE GUIDELINES
TOURISM, EVENTS, AND ATTRACTIONS DEPARTMENT
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 Tourism, Events, and Attractions (TEA) Department. These guidelines and standards reflect the broad disciplinary and academic interests of the Department and its sub-disciplines. The criteria provided at the Department level are intended to supplement those existing at the level of the Rosen College and the University of Central Florida.

The purpose of the Department is to facilitate the creation, enhancement, and transmission of knowledge, information, ideas, and professional practices through teaching, research and service. The Department recognizes three (3) basic categories of activities as essential to the promotion and tenure process: research, teaching, and service. The successful candidate will strive to 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. Without a transparent system, it is feared that the Department can experience faculty dissatisfaction, diminished quality and quantity of research, teaching, and service activities, and, eventually, an overall decline in working climate and academic credibility.

Actual decision on tenure and/or promotion is based on collective decisions made by numerous parties. 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 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 Department is the creation, advancement, and dissemination of knowledge in the hospitality and tourism field.[1] Thus, the TEA Department nurtures an environment in which significant and meaningful research can take place through innovative, creative, and relevant research, faculty contribute to and provide leadership in offering solutions to many of the problems faced by the society, and in particular in the hospitality and tourism industry. The quality of teaching in the TEA Department and the viability of our graduate programs are directly related to the quality of research and scholarship of its faculty.

Criteria for Research Performance

Research productivity is central to the mission of the TEA Department, thus it plays a critical role in promotion and tenure decisions.[2] It is a principal indicator in determining whether we are one of the leading institutions in hospitality and tourism in the country and globally, and it is crucial to the success of the doctoral degree (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 TEA Department's list of research and other scholarly activity standards. They are as follows:

- Scholarly refereed articles in respected academic journals
- Grants and contracts
- Scholarly books or book chapters: scientific research presented via scholarly books and written for a learned audience
- Refereed and invited conference proceedings
- Academic and industry awards and recognitions

The cumulative progress evaluation will be guided by the following principles:

1) Refereed publications in top rated journals (using the indicative list below) 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 department is determined by publications in well-known journals. A publication is counted for evaluation purposes as of the date on the acceptance letter.

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[1] The 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**.

[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.

2) An indicative list of journals is provided to guide faculty in their progress towards promotion and tenure. The list provided reflects well-known recent studies of ranking of scholarly-refereed journals in hospitality and tourism and also includes journals respective to the events and attractions' discipline.

3) Departmental guidelines will be available to guide faculty members in their advancement.

4) The assessment of publications should take into account both the quantity and quality. The candidate is expected to demonstrate the ability to be a single/lead author as well as the ability to collaborate with colleagues and graduate students within the college and beyond, as deemed appropriate. Interdisciplinary and cross-disciplinary research is encouraged.

5) Sustained research output without any major time gaps in publications.

6) Development of a clear research agenda. It is acceptable to have more than one stream of research interest; however, the research should be focused.

7) Printed research records should be listed under appropriate headings (e.g. Refereed Journal Articles, Refereed Conference Proceedings, Books, and Book Chapters etc.).

8) A Cumulative Progress Evaluation (CPE) is conducted annually by each of the following: the department P&T Committee, the Department Chair, and the Dean. An annual faculty evaluation is conducted every year by the department chair. Positive annual evaluations and CPEs alone do not necessarily guarantee promotion and/or tenure.

9) Research recognitions such as best paper awards, citation records, most downloaded paper etc. are given due consideration as indicators of research productivity and research quality.

Indicative List of Journals

The Department suggests the following indicative list of journals for publication. This list has been compiled through an exhaustive review of the existing literature on the matter.[3] Important to note, however, each outside reviewer may evaluate a candidate's research

[3] See, for example, Australian Business Deans Council – Journal Ratings List (Tourism Hospitality)

McKercher B., Law, R. and Lam, T. (2006). Rating tourism and hospitality journals. *Tourism Management*, 27, 1235-1252.r

Murphy, J., and Law, R. (2008). Google Scholar visibility and tourism journals. Annals of Tourism Research, 35, 1074-1082.

Law, R., and Robert van dFtop

er Veen (2008). The popularity of prestigious hospitality journals: A Google Scholar approach. *International Journal of Contemporary Hospitality Management*, 20(2), 113-125.

publication quality based on the reviewer's perception on the journal's quality and ranking. Additionally, if a faculty member publishes in an area specific journal (e.g., human resource management, information technology, etc.), he or she should find evidence to support the quality of the journal. Lastly, the TEA Department values the scholarship of teaching and learning, the creation of bodies of knowledge for emerging fields, and research in niche fields. Refereed journal articles that are reflective of these values will also be considered.

Annals of Tourism Research
Cornell Hospitality Quarterly
Current Issues in Tourism
Event Management
International Journal of Contemporary Hospitality Management
International Journal of Hospitality and Tourism Administration
International Journal of Hospitality Management
International Journal of Tourism Research
Journal of Hospitality and Tourism Research
Journal of Hospitality Marketing and Management
Journal of Leisure Research
Journal of Sustainable Tourism
Journal of Travel and Tourism Marketing
Journal of Travel Research
Journal of Vacation Marketing
Leisure Sciences
Tourism Analysis
Tourism Economics
Tourism Management

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 (including text books), monographs, proceedings, or presentations
    - Refereed conference presentations
    - Non-peer reviewed books (including text 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 (trade magazines) by conveying associated research outreach material
    - Professional development programs
    - Consultation with and/or providing technical assistance for organizations and agencies

It is 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 tenure and promotion (based on a teaching load of 6 undergraduate classes per year or an equivalent load of undergraduate and graduate classes):

Primary Expectations (all 5 required):

- Publish or have in press at least 12 articles in refereed academic journals
- Publish at least 6 of the required 12 articles in journals from the indicative list
- Be a single author of at least 1 journal article
- Be the first author of at least 2 journal articles
- Submit at least 3 grant (internal or external), professional development, or consultancy contract proposals

Secondary Expectations (minimum of 3 out of 7 required):

- Establish a record of refereed stand up presentations/proceedings at conferences
- Secure an internal or external grant/contract
- Publish research articles with colleagues and/or graduate students
- Publish articles/columns in professional magazines
- Receive at least 20 citations from other scholars
- Conference reports, book reviews, and encyclopaedia entries

- Recognition received for research (e.g. best paper award from a journal or a conference)

A tenure earning *Associate Professor* should comply with the following guidelines in order to **become eligible for tenure** (applies to faculty hired at this rank without tenure):

Primary Expectations (all 6 required):

- Publish or have in press at least 15 articles in refereed academic journals
- Publish at least 6 of the required 15 articles in the indicative list of journals
- Publish the remainder of the required 15 articles in journals of her/his own preference
- Be a single author of at least 2 journal articles
- Be the first author of at least 3 journal articles
- Submit at least 3 grant (internal and external), professional development or consultancy contract proposals

Secondary Expectations (minimum 3 out of 8 required):

- Establish a record of refereed stand up presentations/proceedings at conferences
- Secure an internal or external research grant/contract
- Publish at least 1 book chapter
- Publish research articles with colleagues and/or graduate students
- Publish articles/columns in professional magazines
- Receive at least 20 citations from other scholars
- Conference reports, book reviews, and encyclopaedia entries
- Recognition received for research (e.g. best paper award from a journal or a conference)

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

Primary Expectations (all 7 required):

- Publish or have in press at least 30 refereed journal articles
- Publish at least 15 articles in the indicative list
- Be a single author of at least 4 journal articles
- Be the first author of at least 8 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 (minimum 5 out of 9 required):

- 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 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 at the University of Central Florida, 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. One 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 for Teaching Performance

Evidence of high quality teaching performance is based on sound pedagogy and inclusive of syllabi and course contents that are updated each semester, performance assessment of students, use of appropriate technology, use of experiential learning where appropriate, 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
- Documentation demonstrating 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) Record of teaching lower level and upper level classes
    e) Record of teaching graduate classes
    f) Student evaluations
    g) Chair and/or peer evaluations

B) Curriculum, Course, and Program Development
    a) Development, improvement, or revisions of course content, materials, and/or teaching methods
    b) Introduction of innovative new courses
    c) Program planning, development, and evaluation
    d) Publications of pedagogic articles, textbooks, and laboratory manuals
    e) Developing on-line courses and material
    f) Industry immersion, such as participating in webinars, site visits, and industry advisory boards

C) Teaching Awards
    a) University teaching awards
    b) College teaching awards
    c) Industry related teaching awards
    d) Student organization teaching awards
    e) Other similar awards

D) 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) Mentoring graduate teaching assistants
    f) Publications, awards, conference presentations of students under faculty supervision

E) 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

F) 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

G) 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 such as professional diplomas

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

Primary Expectations (all 3 required)
- Evidence of excellence in the quality of instruction. Such evidence may include 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

An *Associate Professor* should comply with the following aforementioned guidelines in order to become eligible for promotion to full professor. More specifically:

Primary Expectations (all 3 required)
- Evidence of excellence in the quality of instruction. Such evidence may include 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 (where appropriate)
- Evidence of 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 serve in the following areas:

- Activity devoted to the administration of the Department, College, and the University. Examples include the following:
  - University committee active member, serve on faculty senate, active college committee member, active department committee member, faculty

advising of student clubs, Voluntary university/college service activities/events and student association award (non-teaching) by a SGA recognized association

- 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. Examples include the following:
    - Industry or community association/organization membership, committee member, board member, chair or president
    - Industry key note speaker or panel speaker
    - Active participation in an industry/community event, industry/community service award, non-funded industry or community research project, and industry print or electric media

- Serving on journal editorial boards, being an editor, serving on scientific committees of conferences. Examples include the following:
    - Editor of a book of academic papers, non-referred conference proceedings, and academic journal
    - Guest editor/Associate editor of a special issue for an academic journal
    - Editorial Board Member or Associate Editor of an academic journal
    - Ad-hoc reviewer academic journal
    - Editor of refereed conference proceedings
    - Chair/Co-chair of national/international research conference
    - A national/international conference committee member
    - Reviewer for national or international conference

- 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 contribute 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*, in addition to the aforementioned guidelines, faculty members must demonstrate the ability to successfully work on committees with colleagues and hold committee leadership roles.

For promotion to *Professor*, in addition to the aforementioned guidelines, faculty members must have a strong service record of excellence. This may take the form of service to the industry, discipline, Department, College, University, and the community. These faculty members also should demonstrate service leadership on a number of committees.