CRITERIA FOR INSTRUCTOR/LECTURER
PROMOTION
School of Visual Arts and Design
College of Arts and Humanities
University of Central Florida

INTRODUCTION

This document serves as a guide for Instructors/Lecturers in the School of Visual Arts and Design (SVAD) seeking promotion, and as a guide for their respective internal and external reviewers. In accordance with the BOT----UFF Collective Bargaining Agreement (CBA), it outlines and defines the unit----level evaluation procedures and criteria that will be used to assess the aggregate cumulative accomplishments evidenced in a candidate's promotion dossier.

TEACHING ACTIVITIES

Teaching is primary to the mission of the institution and a key aspect of a faculty member's assigned duties. Therefore, solid proof of ongoing teaching excellence is a major component of the promotion process.

Teaching Examples and Guidelines:

While not exhaustive, or rank ordered, the examples listed below represent the types of activities that should be evidenced in the teaching section of a candidate's dossier. Not all bullet points hold equal value or meaning, nor do the sub----categories within a given description. It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

   a. Consistently and effectively communicates knowledge to students in a relevant and inspiring manner.

   b. Earns consistently high ratings (average of "very good" to "excellent") from students who complete Student Perceptions of Instruction (SPols), including, but not limited to, the numerical tabulations and/or written comments written comments.

   c. Supervises rigorous student academic undertakings (e.g., research projects, theses, independent studies, internships, service----learning courses, portfolio reviews or other capstone work and/or courses, HIM theses, teaching of Honors courses and/or graduate courses, and/or participation on graduate thesis or dissertation committees, etc.).

   d. Develops and implements new academic programs of study (e.g., new courses, revisions to existing courses, etc.).

   e. Actively participates in ongoing teaching development of undergraduate and graduate programs, events, activities, and in content area responsibility.

   f. Sustains an active role in academic functions, events, and activities (e.g., regularly attends critiques, receptions, reviews, thesis defenses, and related school events on the main UCF

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campus, at the Center for Emerging Media, and/or regional campuses at Daytona or West Valencia).

g.   Mentors students outside of classroom instruction (readily available to individual students or student groups or organizations).

h.   Develops and implements innovative pedagogical techniques (e.g., online teaching, team teaching, teaching with technology, etc.).

i.   Leads/participates in seminars, workshops, or other forums that are focused on curricular concerns, teaching, or the learning process.

j.   Engages in significant and ongoing discipline----related professional development (e.g., software and hardware self----training).

k.   Provides evidence of sustained and significant teaching effectiveness through distinctive achievements of students in the discipline (provide names, contact, and current positions).

l.   Provides/performs extracurricular student professional development tasks (e.g., writes recommendation letters for a significant number of students and/or furnishes guidance in résumé authoring/portfolio assembly/website development, graduate school applications, film festival submissions, etc.).

SERVICE ACTIVITIES

Engaged, meaningful, and ongoing service to the School is an important part of the promotion process. While not exhaustive, or rank ordered, the following activities will be considered in assessing the merit of faculty service to the profession, School, College, University, and community. However, as stated elsewhere in the document, not all bullet points hold equal value or meaning, nor do the subcategories within a given description. It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

Service Examples and Guidelines:

I.   University Service

a.   Actively participates in program----level assessment to include the following: serving as Program or General Education Program (GEP) assessment originator, coordinator, or supervisor.

b.   Actively participates in committee assignments on University, College, or School committees.

c.   Advises campus organizations.

II.   Community Service

a.   Serves as board member of international, national, or regional discipline----specific organization, museum, gallery, or festival.

b.   Serves as moderator, guest, or commentator on print, broadcast, and cable media such as television radio, online, or print media regarding topics related to one's scholarly expertise.

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    c.   Performs volunteer work for national, regional, or local organizations outside one's discipline that serve individuals in crisis and/or improve community conditions (e.g., humanitarian charities).

    d.   Serves on committees, coordinates activities/events, etc. for regional, statewide, or community organizations outside one's discipline.

    e.   Delivers presentations, workshops, or papers to nonprofessional groups.

III.   Professional Development

    a.   Organizes or participates in conferences, courses, workshops, and seminars designed to enhance competence and understanding in academic or scholarly contexts (e.g., grant writing, diversity, governance, assessment, contracts, outreach, etc.).