

School of Politics, Security, and International Affairs
School Criteria for Tenure and Promotion
Spring 2017

II. Tenure Promotion to the Rank of Associate Professor

Unless the person seeking tenure already holds the rank of Associate Professor or Professor, the process of seeking tenure and of seeking promotion to the rank of Associate Professor shall occur simultaneously. The School of Politics, Security, and International Affairs will not ordinarily consider recommending tenure unless the candidate is also judged to be eligible for promotion to the rank of Associate Professor. If the tenure candidate already holds the rank of Associate Professor, the criteria for recommending tenure shall be the criteria for promotion to that rank.

Tenure and promotion to the Associate rank requires that the record of teaching, research, and service, when taken together and viewed as a whole, demonstrates a pattern of substantial contributions, and provides strong evidence that contributions will continue and lead to substantial scholarly recognition, exemplary teaching, and meritorious service in the future. The School evaluation will take into account the entire file including the outside review letters.

Guidance for promotion and tenure is provided through the annual Cumulative Progress Evaluation process. As part of this annual process, the School's tenured faculty will provide practical and precise directives to individual tenure earning faculty regarding their progress toward tenure. These directives will clearly communicate the specific expectations that he/she must achieve in the reporting period and across the entire tenure-earning period. In turn, tenure earning faculty must document the quality of their research, teaching, and service in their CPE dossier. General expectations for candidates are the same across all candidates, but the advice each person receives each year as part of the annual Cumulative Progress Evaluation is commensurate with their individual situation.

To be successful, all candidates for promotion and tenure must demonstrate and document a post-dissertation research agenda and a consistent record of scholarly productivity in high-quality venues. While the candidate's overall record will be evaluated, it is essential that the candidate also demonstrate scholarly productivity during her/his time at UCF. Overall, the quality and importance of the research has more weight than quantity. The judgment of whether the publication record is leading to national impact or recognition is complex and cannot be communicated as a simple number of publications. As a general guideline, however, here we provide several examples of typical levels of minimum productivity. One route for the successful candidate is to publish five articles in high-quality peer-reviewed journals including leading ones in the candidate's sub-discipline or interdisciplinary area. Indicators of journal quality include impact factors, acceptance rates, and rankings. Other routes include four articles in the top-ranked discipline-wide peer-reviewed journals or three articles in top-ranked peer-reviewed journals and an authored book published by a high-quality academic press. It is important for tenure and promotion that a candidate's record demonstrate independent scholarship. Should much of a candidate's work be co-authored, scrutiny must be given to the question of the candidate's individual contribution. Externally funded research grants are additional indicators of scholarly recognition and achievement. Book chapters and other types of publications are considered supplemental indicators of scholarly activity. Candidates are also expected to present their research at national or international professional conferences, typically one or more per year during the tenure-earning period.

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Demonstrated teaching effectiveness is a necessary condition for the granting of tenure and promotion. Tenure and promotion will not be granted unless there is evidence of high quality teaching. Evaluation of teaching effectiveness will be based on the quality and integrity of course design, continuing efforts to improve pedagogy including the use of evidence-based techniques, evidence of sufficient student learning, indication of ability to guide students' intellectual growth, and indication of ability to stimulate students' academic development. Student evaluation of instruction will be taken into account but will not be the sole basis for judging teaching effectiveness.

It is appropriate that candidates for tenure and promotion to Associate Professor share in the service work of the School by satisfactorily performing their assigned duties on departmental and university committees. Candidates are also expected to participate in other appropriate professional service, such as acting as a reviewer for scholarly journals or other germane professional service. However, extensive service contributions are not expected of junior faculty.

III. Promotion to Professor

Promotion to the rank of Professor takes into consideration a candidate's overall record, and requires a documented, sustained upward trajectory of meritorious research, enduring effectiveness in teaching, and recognized contributions to service. Those moving to the rank of Professor must demonstrate a record of high quality research and leadership that has resulted in a national and international reputation among the scholarly community. Candidates must document indicators of the quality and impact of their research. Consistent publication in peer-reviewed journals with high impact factors, or in journals that are highly ranked, are strong indicators of reputational capital. Other indicators include journal acceptance rates. Candidates are expected to have citation counts consistent with or superior to discipline-wide norms for promotion to Professor at peer institutions. It is important for promotion to Professor that a candidate document a record of independent scholarship. Such documentation might include, for example, demonstration of lead authorship, single-authored work, or clear evidence of significant contributions to collaborative research. Externally funded research grants are additional indicators of scholarly recognition and achievement. Candidates must document recognition in the discipline, such as awards from national associations, invited talks, keynote speeches, or other indicators of national and/or international recognition.

The School expects senior faculty to show leadership in mentoring students by chairing graduate thesis and dissertation committees. The School also expects its senior faculty to take a leadership role in service to the School, university, the profession, and/or the community. Chairing important School committees, service on College and University committees, organizing conference sections, chairing conference committees, or serving on editorial boards—all of these are evidence of leadership in service.