

College of Sciences Criteria for Instructor/Lecturer Promotion

4/5/21

Instructor/Lecturer assignments are varied. While teaching is typically the primary duty for faculty in Instructor/Lecturer positions, some also have research and/or administrative assignments. The following criteria focus on ways to demonstrate excellence in teaching, and other activities, considering that assignments differ across units, programs, and rank of instructional faculty.

Categories 1 and 2 are expected from all candidates. Categories 3 through 6 are examples that could be considered based on department/school requirements and candidate FTE assignments. Applicants may demonstrate excellence in ways other than those listed in this document and are not expected to demonstrate excellence in every activity listed below. For promotion to Associate Instructor/Lecturer, applicants are expected to demonstrate depth and breadth across categories appropriate to their assignment and department/school expectations. In addition to the expectations for promotion to Associate Instructor/Lecturer, applicants for promotion to Senior Instructor/Lecturer should demonstrate sustained performance, and evidence of impact and leadership across one or more categories as appropriate to discipline and assignment.

1) Course design and opportunities provided for students to learn.

May be demonstrated by one or more of the following:

- a. Clear communication of the most important information (facts and other kinds of core knowledge), ideas (theories, approaches, perspectives, and other broad themes in your field), and/or skills (laboratory skills, problem-solving skills, creative skills, writing skills, etc.) that students should acquire from courses.
- b. Outcomes that can be used as evidence of student knowledge, understanding, and/or skill acquisition.
- c. Learning experiences and teaching methods that promote knowledge acquisition, understanding, interest, and/or excellence (e.g., adopting practices supported by pedagogical research as relevant to the discipline).

2) Effectiveness of course delivery and evidence of student learning. Documentation should be provided to demonstrate the extent to which students mastered stated learning objectives.

May be demonstrated by one or more of the following:

- a. Contextualized Student Perception of Instruction (SPI) scores and/or grade distributions (e.g., class size, level, modality, regular/honors, required/not-required, etc.)
- b. Peer evaluations of teaching.
- c. Pre- and post-test evidence of learning gains.
- d. Innovative course materials.
- e. Other evidence of student success, as appropriate for the discipline and classes taught.

3) Documentation of efforts made to sustain high quality and/or improve teaching and how these efforts have resulted in changes in teaching and student learning.

May be demonstrated by one or more of the following:

- a. Self-reflection of perceived issues in teaching and attempts to address them.
- b. Incorporating student feedback to make improvements.
- c. Research/creative work (formal/informal) on student learning that has resulted in changed teaching practices.
- d. Attendance/presentation at local, regional, national and international pedagogical workshops and/or conferences that resulted in different pedagogical approaches, classroom design, or assignments.

4) Evidence of engagement with students/peers outside of formal instructional activities.

May be demonstrated by one or more of the following:

- a. Individual student supervision and success of students, outside of the classroom, such as effective advising, assistance with career planning and preparation, supervision of student research, community engagement activities, independent studies, Honors Undergraduate Thesis, etc.
- b. Demonstrated efforts to enhance student engagement and success outside of scheduled classroom time, such as the use of additional resources for success and/or additional review sessions.

5) Active engagement in service and/or leadership activities.

May be demonstrated by one or more of the following:

- a. Serving on committees at UCF (department/school, college, and/or university level).
- b. Serving in leadership positions at UCF (department, college, and/or university level) (e.g., undergraduate coordinator).
- c. Evidence of engagement in advising organized student groups.
- d. Mentoring of peers including faculty, teaching assistants, and K-12 teachers.
- e. Serving in external leadership/service positions related to applicant's discipline (positions in professional associations, journal reviewer, associate journal editor, etc.).
- f. Involvement in community engagement activities related to applicant's discipline (K-12 mentoring, etc.).

6) Other activities and/or accomplishments that are primarily related to the annual assignment, but may include activities above and beyond assigned duties. May be demonstrated via one or more of the following:

- a. Conducting scientific and/or educational research.
- b. Publications in indexed journals or discipline journals.
- c. Contributions to state, regional, national and/or international conferences.
- d. Grant and proposal submission.
- e. Other recognitions, accomplishments, and/or awards.
- f. Evidence of effectiveness and impact in any "other assigned duties" including administrative roles.