School of Politics, Security, and International Affairs (SPSIA)
Criteria for Instructor/Lecturer Promotion

Approved by a Majority of SPSIA Faculty on November 23, 2021

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. Relevant information about promotion for Instructors and Lecturers is found in Collective Bargaining Agreement and UCF-3.0176 Instructor and Lecturer Faculty Promotion.

Categories 1 and 2 are expected from all candidates. Categories 3 through 6 are examples that could be considered based on SPSIA teaching and service requirements and candidate Full Time Equivalents (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 school expectations. 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 at the university and in the profession.

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).

Applicants for promotion should provide a summary document and sample syllabi explaining how course design leads to effective communication of appropriate objectives, outcomes aligned to objectives, and pedagogically sound methods that facilitate student learning. Offering classes with UCF designations such as honors, research, quality, diversity, or other high impact practice, or attaining a grant to enhance a course is not required but can provide a strong indicator of efforts to excel in course design.

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 (SPOI) scores and/or grade

distributions. Contextualized SPOI includes information as to the class size, level, modality, regular/honors, required/not-required, and other teaching-related concerns that the candidate deems important to introduce.
   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.

Applicants for promotion should present Annual Evaluation Standards and Procedures (AESP) teaching ratings and a contextualized discussion of SPI reports, including grade distributions, that indicate effective course delivery and student learning. Applicants are also encouraged to provide specific evidence of student mastery of stated objectives such as pre and post-tests, student performance on assignments, and/or samples of student success using innovative course materials.

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.

In SPSIA, efforts to improve teaching or sustaining high quality teaching may include, but are not limited to, a long-term teaching improvement program organized by the Faculty Center for Teaching and Learning (FCTL) (e.g., the Knighted Faculty Program, Teaching Squares project) or consistent engagement and participation in other teaching-focused workshops (e.g., FCTL winter workshop, FCTL summer conference, American Political Science Association Teaching and Learning Conference). Contributing to the school's course offerings by developing two or more new course preparations, substantially revising courses (including changing course modes for four or more courses), or a combination of new course preparations, course revisions, or changes in course modality, would also help fulfill this requirement with the proviso that SPSIA places stronger emphasis on course development than course revisions to meet this requirement.

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 (HUT), 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.

In SPSIA, examples of engagement with students outside of formal instructional activities may

include a sustained pattern of mentoring undergraduate and graduate students (e.g., serving as a Graduate Teaching or Faculty Teaching Mentor, mentoring students to awards, scholarships, law school or graduate program admission), and otherwise delivering or supporting presentations within and outside SPSIA such as the UCF Graduate Research Forum, or at state-level and regional political science or other appropriate association conferences; engaging in academic advising efforts such as participating in student orientations or special programming; or engaging in a sustained pattern of individual student supervision (independent studies, HUT oversight, and graduate student projects).

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, a regular journal reviewer, associate journal editor, etc.).
   f. Involvement in community engagement activities related to applicant's discipline (K-12 mentoring, etc.).

In SPSIA, examples of engagement in service and leadership include a pattern of sustained service by holding leadership positions within the school (e.g., serving as a major/minor/certificate advisor); by making substantial contributions to school, college, or university committees or registered student organizations; by serving professional organizations (e.g., APSA) as an officer or committee member and by serving the public sharing their professional expertise (e.g., interviews with non-UCF media outlets and presentations to civic groups).

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 (e.g., Excellence in Undergraduate Teaching, Teaching Incentive Program award).
   f. Evidence of effectiveness and impact in any "other assigned duties" (including administrative roles.

In SPSIA, examples of other activities and accomplishments include Scholarship of Teaching and Learning (SOTL) and discipline-specific presentations and publications, securing external research and development funding, developing new courses or course adaptations (including adaptation to different course modalities or gaining designations regarding use of Affordable Instructional Materials), and participation in campus programs and panels, or public lectures, such as through presentations and service planning such events.