

CRITERIA FOR PROMOTION AND TENURE

Games and Interactive Media
Nicholson School of Communication and Media
College of Arts and Humanities
University of Central Florida

INTRODUCTION

This document serves as a guide for tenured and tenure-earning faculty in Games and Interactive Media (Galm) seeking promotion and tenure, 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 and/or tenure dossier.

All full-time tenured or tenure-earning Galm faculty are expected to consistently perform impactful teaching, pursue significant research (including scholarly and creative activity), and engage in appropriate service and professional development activities. The extended commitment inherent in the granting of promotion and/or tenure requires not only a strong and convincing record of prior accomplishments, but also the potential for a faculty member to make significant ongoing contributions to the discipline, School, College, University, profession, and community in the future.

While it is essential that the criteria for promotion and tenure provide clear guidelines for candidates and reviewers, it is equally important that expectations do not become so rigid and intractable that they stifle independence and innovation. However, in all cases it is the candidate's responsibility to include sufficient and compelling evidence in the dossier to attest to the impact of all teaching, research/creative activity, and service activities and to qualify the relevance of a given activity, venue, award, etc.

Promotion and Tenure Dossier

Candidates for promotion and tenure assemble a cumulative dossier. Candidates should understand and adhere to College and University guidelines. The *CAH Guidelines for Promotion and Tenure* are available on the CAH website. General instructions are provided by the Office of Faculty Excellence.

Performance Evaluation

The cumulative progress evaluation provides an appraisal of progress towards tenure and/or promotion, in accordance with Article 10 and Article 14 of the current Collective Bargaining Agreement and *UCF Regulation 3.011*, Tenure. The CPE form (AA-18b) includes brief narrative comments that assess a candidate's annual teaching, research/creative activity, and professional service performance with a summative rating system that defines the annual performance as: Progress Above Expectation, Progress at Expectation, or Progress Below Expectation.

- a. "Above Expectation" is a progress performance rating denoted by strong, substantiated evidence of sustained engagement in consequential activities that result in meritorious impactful accomplishments.
- b. "At Expectation" is a progress performance rating denoted by adequate evidence and/or periodic customary activities and accomplishments that are deemed acceptable but do not rise to the level of "Above Expectation."
- c. "Below Expectation" is a progress performance rating denoted by marginal evidence and/or inadequate and inconsistent activities and accomplishments that do not rise to the level of "At Expectation. "

Tenure-earning Assistant Professors at UCF participate in the following annual performance evaluation: *Cumulative Performance Evaluation (CPE)*.

All full-time tenure-earning faculty members undergo a comprehensive internal CPE review every year by the Promotion and Tenure Committee comprised of GAIM's tenured faculty. Then a candidate's files are reviewed by the School, Director, College Committee, and the Dean of the College of Arts and Humanities (CAH) to ensure proper documentation is evident, determine performance merit, and assess progress toward promotion and tenure. *Note: The faculty member under review has the opportunity to comment on the reports at each phase of the evaluation process, which also become a part of the file as it moves forward.*

Tenured faculty members do not undergo an annual Cumulative Performance Evaluation (CPE), however they may request this and are encouraged to undergo at least one review prior to seeking promotion to full professor. Guidelines, forms, and timelines for promotion from the rank of Associate Professor to the rank of Professor are available from the College and the Office of Faculty Relations. Associate professors are encouraged to undergo the CPE.

Overall Performance Measures

Candidates for promotion and tenure must provide and substantiate cumulative evidence of ongoing and impactful accomplishments in teaching and research/creative activity and demonstrate sufficient service involvement. Similar to the vote for a promotion and tenure decision ("For Tenure" or "Against Tenure"), a candidate's comprehensive performance is seen as falling into one of two categories:

Compelling Evidence for Tenure

The candidate's dossier demonstrates a cumulative record of frequent, sustained, and impactful accomplishments and show indications of future excellence.

Insufficient Evidence for Tenure

The candidate's dossier lacks sufficient and substantial evidence of accomplishments and/or the potential for future excellence.

Tenure and/ or Promotion

A faculty member seeking promotion and/or tenure in GaIM is evaluated according to his/her performance at the University of Central Florida and previous work as allowed by university guidelines. Promotion and tenure decisions are based on a thorough evaluation of the candidate's total contribution. While specific responsibilities of faculty members may vary, all evaluations for promotion and tenure shall address the manner in which each candidate has performed in teaching, research/creative activity, and service. *Note: the opinions and written evaluations of internal and external reviewers carry essential and substantial weight in both the tenure and promotion evaluation process at the Associate and Professor levels.*

GAIM is a diverse unit with a range of disciplines represented. The faculty members engage in customary and innovative teaching, research/creative activity, and service. The School is committed to recognizing and honoring diverse faculty directions and achievements in these three categories and in professional development. In light of this disciplinary and interdisciplinary breadth, the types of activities and levels of accomplishments described in this document, while not exhaustive, serve as a guide for candidates and reviewers. Additional evaluative considerations under each of these three categories allow for some adjustment and interpretation of the criteria according to the specialization of the faculty member being evaluated. For example, summer teaching, research, and/or service may be counted as an important part of the faculty member's work toward tenure or promotion. An employee may report activities related

to areas of assignment that are performed during times when the employee is not compensated by the university; if reported upon these activities shall be evaluated (pg. 42 2015-18 BOT-UFF CBA).

While not exhaustive or rank ordered, the ensuing sections of this document include detailed lists of appropriate activities or accomplishments a candidate might use to substantiate claims in the teaching, research/creative activity, and service categories. Although teaching and service are uniformly agreed upon and presented, the differences in the research/ creative activity section are more pronounced for faculty from the varied disciplinary categories in the unit as well as variations that exist within a single discipline. The examples are broken down by area and listed alphabetically. 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 properly cite and substantiate activities and accomplishments with clear and compelling evidence.

Criteria for Tenure

The granting of tenure represents a commitment by the University to continued employment of faculty. Therefore, prior to earning tenure, it is incumbent upon the faculty to demonstrate that they have established a cumulative record of sustained and meritorious activities and accomplishments in the teaching and research/creative activity categories. This record must include indications of future excellence, as denoted by earning a reputation as an esteemed regional arts practitioner, educator, and scholar with an emerging stature on the national level. Candidates must also show that significant and ongoing contributions to the discipline, School, College, and University will be sustained throughout their academic careers, along with appropriate professional development and service involvement activities. However, it should be noted that a commendable record in teaching, service and/or professional development alone is insufficient for tenure. *Note: tenure is awarded only to faculty at the rank of Associate Professor or higher. Thus, promotion to Associate Professor is a necessary concomitant of the awarding of tenure to an applicant at the rank of Assistant Professor.*

Criteria for Promotion

Associate Professor

Criteria for promotion to the rank of Associate Professor are identical to the criteria for obtaining tenure. Refer to the *Teaching Examples and Guidelines*, *Research Examples and Guidelines* (according to discipline), and *Service Examples and Guidelines*.

Professor

Candidates for promotion must provide cumulative evidence of sustained and meritorious contributions within the institution (teaching and service), and exemplary achievements within their respective discipline that are held in high regard by national and/or international experts. Evidence of sustained contributions beyond that expected of an Associate Professor since the time of the last change in rank is necessary to earn the rank of Professor. While important, a commendable record of teaching, service and/or professional development alone is insufficient for promotion to the rank of Professor. Refer to the *Teaching Examples and Guidelines*, *Research Examples and Guidelines* (according to discipline), and *Service Examples and Guidelines*.

EXPECTED PERFORMANCE MEASURES

SECTION 1: TEACHING

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 annual evaluation.

Teaching Examples

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

- a. Possesses comprehensive and original knowledge of the subject(s) and demonstrates the proven ability to consistently and effectively communicate that knowledge to students in a relevant and inspiring manner
- b. Earns a significant external teaching award (from national or regional arts organization), a UCF Teaching Incentive Performance Award (TIP), or other kinds of formal recognition for teaching (e.g., Fulbright Fellowship, invitation to teach at another institution)

- c. Earns consistently high ratings from students who complete Student Perceptions of Instruction (SPOIs), including, but not limited to, the numerical tabulations and written comments. *NOTE: It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (and not use them selectively to make a point)*
- d. 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, graduate thesis or dissertation committee participation)
- e. Develops and implements new academic programs of study (e.g., new courses, revisions to existing courses)
- f. Plays a significant role in developing, maintaining, and/or upgrading a research or teaching lab, or display venue
- g. Actively participates in ongoing teaching related development. (e.g. curriculum, recruitment, ADL/IDL training etc.)
- h. Participates in academic functions, events, and activities
- i. Provides required office hours scheduled during normal hours of operation
- j. Mentors students outside of classroom instruction by being readily available (e.g.; independent study, internships, etc.)
- k. Develops and implements innovative pedagogical techniques (e.g., interdisciplinary teaching, team teaching)
- l. Demonstrates reliable course organization and management
- m. Performs scholarly activity related to teaching. NOTE: teaching-related research or grants can also be evaluated under the heading of research
- n. Leads/participates in seminars, workshops, or other forums that are focused on curricular concerns, teaching, or the learning process

- o. Engages in significant and ongoing discipline-related professional development (e.g., software/hardware self-training, Faculty Center for Teaching and Learning (FCTL), peer evaluations)
- p. Leads/organizes field trips and/or speaker series for a student group, class, area, or unit
- q. Demonstrates leadership or involvement in the graduate program (e.g., chair and/or serve on multiple master's thesis committees, maintaining graduate faculty/graduate scholar status)
- r. Is professional with students, staff, colleagues, and supervisors when carrying out teaching-related responsibilities
- s. Provides evidence of significant teaching effectiveness through distinctive achievements of students in the discipline
- t. Delivers guest lectures in other courses at UCF and/or at other institutions outside the university
- u. Demonstrates leadership/active involvement in interdisciplinary and/or team teaching
- v. Designs/directs/leads in an academic study abroad program
- w. Provides/performs extracurricular student professional development tasks (e.g., writes recommendation letters for a significant number of students and/or furnishes guidance in resume authoring/portfolio assembly/website development, graduate school applications, festival submissions)
- x. Supports the university's diverse student populations by creating an inclusive classroom environment

Note: *The numerical tabulations and written comments on SPOIs are among the criteria that are factored into the faculty member's tenure case. However, given the evidence of systemic bias and other underlying problems with student evaluations as a mechanism, SPOIs will be weighted in the context of other evidence provided.*

SECTION 2: RESEARCH AND CREATIVE ACTIVITIES

Criteria for Overall Categories of Accomplishment

In recognition of the various components of GaIM, and the diversity of experimentation involved in pursuit of new knowledge, scholarly research, creative activity, and client-driven projects may be specialized and/or evolve into interdisciplinary or collaborative activities that bridge traditional disciplines. It is the responsibility of the faculty member to be able to furnish evidence to verify all listed activities.

In recognition of the various components of the GaIM area, and the many areas of expertise needed to staff the area, a candidate's research and/or creative endeavors should relate to each individual's specific focus. The publication of books, scholarly texts, monographs, articles in peer reviewed journals, essays in books, and/or the presentation of research and creative activities through exhibitions, festival screenings, panels and/or conferences is crucial to establishing a substantial contribution in the field.

The evaluation of creative activities will be judged on a basis commensurate with the quality of the work's achievement as related to the candidate's discipline. In evaluating the quality of research and creative work, GaIM ranks activities accordingly:

- a. international and national activities more highly than regional or local activities
- b. regional activities are rated more highly than local activities

GaIM also considers the level of competitiveness to help determine the quality of research and creative work:

- a. Publishing houses, journals, festivals, galleries, museums, and conferences with world-class reputations that have been in continuous operation for more than a decade which have exceedingly low, peer-reviewed acceptance rates (single digits); select from an international applicant pool; and attract international sponsorship, judges, speakers and audience rank more highly than the following items

- b. Publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation for more than three years, which have low, peer-reviewed acceptance rates (35% or less); and draw from an international applicant pool, and attract national sponsorship/ speakers rank more highly than the following items
- c. New publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation for two years or less. These venues may have moderate acceptance rates (greater than 35%), may only draw from a local applicant pool, and attract local sponsorship and/or audience

Joint authorship is the norm in the GaIM field, as most research projects and creative activities are collaborative. Given this norm, and the fact that such work is more laborious and interdisciplinary than solo authorship, each author of a GaIM work (which can include research, creative, and hybrid forms) is to receive full credit for purposes of evaluation. However, in some cases faculty may play a more minor role (data collection, consulting, etc.) and should describe their contribution accordingly.

In funded research, the proportional credit for dollar amounts among PIs and co-PIs for grants funded is negotiated and specified on the Office of Research and Commercialization (ORC) cover sheet and must be provided in the faculty member's Annual Report.

Works in GaIM—which can include large-scale exhibitions, released games and simulations, book-writing, and other digital projects—often take two or more years to complete and disseminate, comparable to a multi-year horizontal study in the social sciences, rather than the more frequent publication schedule of traditional scholars in typical journals. Therefore, it is critical for the evaluators not to expect adjudicated work on an annual basis. For example, a faculty member might have only one or two projects that have received impactful national recognition within a multi-year time frame.

Listed below are examples of the various types of research and creative activities that might designate distinction in the GaIM area. The list is not rank-ordered or necessarily equivalent in value. It is expected that meritorious performance of faculty involved in research activities will be evidenced by indicators of research success. The activities listed within each of the bulleted items, where a ranking is delineated, are ranked according to institutional standards of accepted levels of adjudication, audiences reached, and established venues (e.g. international, national, statewide, regional and local). It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

- a. Contributes to the field through numerous publications and conference presentations at the local, statewide, regional, national and international level
- b. Contributes and active participation in the presentation of research and creative work at local, statewide, regional, national and international conferences
- c. Shows sustained evidence of significant completed creative works, gallery or festival exhibitions, patents on products, authoring or editing a highly acclaimed scholarly book, authoring or editing peer-reviewed journal articles, editing or publishing a catalog and/or museum entry for a major institution, authoring reviews of esteemed discipline relative publications, etc.
- d. Shows consistent evidence of notable progress toward a creative work, publication of a book or journal article, grant applications, development of a chapter or essay within an edited text, or editing a text, publication of a catalog or museum entry, publishing reviews of discipline relative publications
- e. Actively participates in local, statewide, regional, national and international archival or collections research, the curation or creation of national or international exhibitions, and presentation of research on panels and as guest lecturer at the national and international level, etc.
- f. Earns awards for scholarship, grants, fellowships, positive reviews, and invited lectures at the local, statewide, regional, national and international level
- g. Submits and secures extramural funded grants
- h. Receives a UCF Research Incentive Award (RIA)

SECTION 3: SERVICE AND PROFESSIONAL DEVELOPMENT

The Collective Bargaining Agreement (CBA) describes public service as activities that extend professional or discipline-related contributions to the community; the State, including public schools; and the national and international community. This public service includes contributions to scholarly and professional organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals. Service also includes participation in the governance processes of the University through significant service on committees, councils, and senates, beyond that associated with the expected responsibility to participate in the governance of the

University through participation in regular GaIM, NSCM, CAH, or COS meetings. The following lists of activities are not rank-ordered or exhaustive and provide examples of the kinds of accomplishments expected.

- a. Carries out service activities in at least one of the following categories to fulfill the percentage of full-time as specified in the faculty member's Assignment of Duties
- b. Serves as a member on any GaIM, NSCM, CAH, COS, or UCF committee
- c. Serves the community by providing professional services such as lectures, seminars, serving as a judge for competitions to a local group, organization, or school; serves as moderator at a local conference/convention
- d. Serves the community by participating on a committee or board as an officer for a local organization (profession-related service)
- e. Serves the profession by reviewing a manuscript for a professional journal or by participating as a juror for an exhibition
- f. Involves students in community projects related to academic area
- g. Demonstrates multiple participations under any one of the five service categories represented in criteria above (e.g., membership service on several GaIM, NSCM, CAH, COS, or University committees)
- h. Otherwise demonstrates satisfactory academic service to the University, community, or profession