



Standards for Instructor/Lecturer Promotion

Table of Contents

Overview	2
Standards for Promotion to Associate Instructor/Lecturer	3
Promotion to Senior Instructor/Lecturer.....	8

I. Overview:

This document provides guidelines for evaluating the application of those faculty seeking promotion to Associate or Senior Instructor/Lecturer in the Nicholson School of Communication and Media (NSCM). The school includes programs in journalism, radio-television, advertising-public relations, communication, digital media, film, and the Florida Interactive Entertainment Academy. Due to the diversity of academic programs offered within the school, NSCM faculty represent a wide range of disciplinary and interdisciplinary expertise listed above, as well as those who exclusively teach GEP courses.

For NSCM instructors and lecturers, exemplary teaching, significant advising or mentoring, and appropriate service and professional development efforts are standards for promotion. In light of the interdisciplinary composition of the school, this NSCM 'Standards for Instructor/Lecturer Promotion' document reflects a commitment to honoring diverse patterns of activity and productivity as well as varying work assignments.

The University of Central Florida (UCF) Promotion Regulation 3.0176 provides specific procedures for dossier submission for candidates seeking promotion to Associate or Senior Instructor/Lecturer. The UCF Promotion Regulation and the College of Sciences Instructor/Lecturer (I/L) Promotion Guidelines also include general criteria indicating that promotion requires evidence of a consistent record of excellence in assigned duties.

The purpose of this Nicholson School of Communication and Media document is twofold. First, these standards should provide guidance for NSCM faculty seeking promotion to the rank of either Associate or Senior Instructor/Lecturer. Second, these standards should provide guidance for the NSCM faculty I/L Promotion committee on Instructor/Lecturer Promotion. These standards illustrate for both the candidate and the Nicholson School of Communication and Media faculty I/L Promotion committee (and subsequent evaluators) what qualifies as evidence of excellence in the NSCM. It should be noted that although the candidate may provide evidence of excellence in assigned duties, this evidence does not guarantee promotion.

These standards present expected profiles that should be demonstrated in the dossier of candidates seeking promotion to both Associate Instructor/Lecturer and Senior Instructor/Lecturer. However, candidates seeking the rank of Senior Instructor/Lecturer must also provide evidence of rising to leadership positions within the school, university, or the profession.

II. Standards for Promotion to Associate Instructor/Lecturer

Promotion to Associate Instructor/Lecturer requires a demonstration of excellence in instruction, a commitment to professional and curricular development, dedication to student advisement or mentoring and significant service to the school. Outlined below are the principal accomplishments that **must be demonstrated** in the dossier to achieve promotion to the rank of Associate Instructor/Lecturer. The 'expanded core' describes those accomplishments that are highly desirable but are not necessary to achieve promotion to Associate Instructor/Lecturer. It is expected that candidates for Associate Instructor/Lecturer will focus primarily on outcomes on the 'basic core.' It is not expected that a candidate for Associate Instructor/Lecturer will have many of the specific indicators on the 'expanded core.' However, the 'expanded core' identifies sources that can be used for evidence of impact and quality when used in conjunction with those on the 'basic core' list.

III. Required Supporting Materials for Promotion to Associate Instructor/Lecturer

A. Excellence of Instruction

Typically, the standard assignment of duties for most instructors/lecturers in the NSCM is 0.88 Full-Time Equivalent (FTE) teaching and 0.12 FTE service. This document assumes candidates for Instructor/Lecturer promotion have a contract that is consistent with this norm.

The Nicholson School of Communication and Media values excellence in instruction across its entire faculty. Excellent teaching is a key component of a powerful educational experience and the formation of graduates who are prepared to enter the workforce. When students receive excellent instruction, their educational experiences are enriched, and they are better prepared for their future endeavors.

The interdisciplinary nature of the Nicholson School of Communication and Media curricula and areas of study are taken into consideration in the evaluation of NSCM candidates for promotion. It is recognized that excellence in education can take a variety of forms that are innovative, and that maintain current pedagogical, industry-specific and/or discipline specific development and professional practices. Therefore, excellence in teaching may be quantified in a variety of forms.

Candidates **must** demonstrate excellence through a sustained record of growth using the following:

- Candidates must demonstrate a commitment to NSCM standards of productivity documented with annual report evaluations consistently above satisfactory or outstanding.
- Documentation must include student perceptions of instruction (SPIs) and grade distributions. Generally, these ratings should be consistent with or above the College of Sciences and NSCM norms and grade distributions (provided each semester along with SPI ratings) and should demonstrate rigor (e.g., unusually high, grade distributions may indicate a lack of rigor or reflect the nature of the class, such as an Honors course). Faculty members are expected to provide context.

These elements alone should not be considered sole evidence of excellent instruction. Candidates with an instructional assignment ***must further demonstrate*** excellence and supply evidence of student learning and success using ***as many of the following indicators as applied to their individual assignment.***

- Formal peer evaluations written by an individual with an academic rank higher than the faculty member being evaluated that includes specific information of observed instructional practices which attest to excellence in teaching (maximum of three letters from three different qualified individuals).
- Awards or other recognitions that demonstrate the candidate's teaching effectiveness has been recognized as exceptional by the university, the academic community, or the industry of their discipline. Such examples include, but are not limited to, college or university teaching awards, awards from academic organizations, awards from industry and professional organizations, external recognition of outstanding student performance that resulted from work with the faculty member, or other awards which demonstrate teaching excellence.
- Documentation of focused individualized student instruction that demonstrates a sustained commitment over time or multiple review periods through AESP and other assessment tools to student success above and beyond the minimum requirements of a candidate's position. Examples may include:
 - Supervising internships
 - Mentoring students beyond standard expectations for student contact hours
 - Supervising/coordinating/mentoring students through independent studies
 - Mentoring research projects
 - Mentoring students to present material at academic/professional conferences and/or festivals
 - Assisting students to present material for skill-based activities outside the classroom, such as debates, speeches, student newspapers or magazines, student radio/TV

activities, student projects and/or competitions, installations, student festival activities, and/or other activities as appropriate.

- Serving as a committee member or advisor for one or more M.A. or Honors theses completed during this evaluation period
- Acquisition of Instructional Grants. Examples may include school, COS, or university grants to improve student learning (e.g., Information fluency grants).
- Collaborating with other classes/faculty via guest lectures/workshops, co-teaching arrangements, and/or additional curricular assistance.
- Developing and integrating activities focused on diversity and inclusion
- Performs some other assigned noteworthy teaching activity not previously listed. (Note: Activity must be specified, and faculty must provide documentation describing the activity's merit as evidence of excellence of instruction.)
- Other activities. (*Note: Activity must be specified, and faculty must provide documentation describing the activity's merit.*)

B. Professional Development

Instructors/Lecturers in the Nicholson School of Communication and Media are expected to regularly participate in professional development activities that will strengthen their teaching. Professional development activities can help the faculty member stay current in their field, strengthen their theoretical grounding in the discipline, and/or improve their teaching methods.

A record of excellence in professional development shows that a candidate has been a frequent and consistent participant in a range of professional development activities **and that these activities have strengthened their teaching, advising, mentoring or service.** It is recognized that not all faculty are able to participate in all types of professional development activities. Professional development activities may include participation in professional workshops, university faculty development programs, conferences, festivals, completing additional coursework, short courses, etc.

Examples include but are not limited to:

- UCF Faculty Center for Teaching and Learning (FCTL) Conferences
- UCF Faculty Center for Teaching and Learning teaching workshops
- Professional development programs that are offered by other departments at UCF (i.e., becoming a Safe Zone Advocate, completing leadership programs through Human Resources, and Diversity Initiatives)
- Continuing education coursework in the discipline

- Advanced coursework that is relevant to the faculty member's assignment
- Short courses at conferences and/or festivals
- Semester-long professional development programs, such as Diversity Initiatives' Leadership Empowerment Program (LEP) or Seeking Educational Equity and Diversity (SEED) program
- Professional organization programs (in the faculty member's industry)
- Other industry-specific conferences, festivals, workshops, or certifications
- Engaging in creative, industry, and/or nonprofit work
- Publisher-sponsored workshops as relevant to their work (e.g., McGraw-Hill Connect series)
- Other professional development activities. (*Note: Activity must be specified, and faculty must provide documentation describing the activity's merit as a professional development activity.*)

C. Curricular Development

Curriculum development refers to specific efforts made to improve or enhance the subjects taught by the instructor or the collective faculty. Candidates must participate in their program's assessment process by providing data when asked. This, however, is insufficient to demonstrate excellence. To claim excellence in curricular development, evidence of additional contributions may be focused in two areas: individual faculty improvements to their own unique courses, and individual faculty improvements to the collective subject matter of the school.

A record of excellence in curricular development should demonstrate meaningful contributions to individual faculty courses and/or the collective subject matter of the faculty member's program area. Curricular development activities may include but are not limited to:

- Revising of individual classes into different instructional formats in response to programmatic or school needs (e.g., revise a face-to-face [F2F] [P] course to a mixed-mode [M] or online [W] format)
- Incorporating technology that increases the effectiveness of the instruction in a particular course (e.g., Twitter, classroom management systems [clickers], etc.)
- Making substantial course revision from year to year that improves course delivery and/or content, such as the integration of updated industry tools and/or technology
- Participating actively in the assessment process (e.g., developing assessment criteria, writing assessment plan, collecting assessment data, and reporting data)
- Developing and delivering of a new course
- Other noteworthy individual or program curricular development (*Note: Activity must be specified, and faculty must provide documentation describing the activity's merit as a curricular development activity.*)

D. Advising or Mentoring

The Nicholson School considers advising and mentoring to be an integral part of an instructor's/lecturer's efforts. Advising and mentoring refers to specific efforts made to guide students through the academic process, assist in the decision's critical to career selection and preparation, and enhance the classroom experience through the sharing of professional insight and experience as appropriate for their program area. Candidates seeking promotion to Associate Instructor or Lecturer should exhibit a sustained record of mentoring and/or advising students above and beyond the minimum expectation of responding to inquiries from current students in one's courses. Advising activities may include any of the following:

- Mentoring students through independent studies and/or programs, such as the Alliance Mentoring Program (AMP) for LGBTQ+ students or the Research and Mentoring Program (RAMP)
- Participating in Multicultural Academic and Support Services' "Lunch and Learn" program
- Being available to students beyond school mandated scheduled office hours
- Enhancing or streamlining the advising process within a program area
- Assisting with job interviewing skills
- Mentoring students in professional development opportunities outside of the classroom
- Helping students find jobs upon graduation
- Serving as a faculty advisor to a student club or organization recognized by Office of Student Involvement (OSI) or ad hoc
- Writing reference letters for students
- Performing some other noteworthy advising or mentoring activity not previously listed. (*Note: Activity must be specified, and faculty should describe the activity's merit as evidence of excellence in advising or mentoring.*)

E. Administration and Service

Consistent and sustained contributions to administrative and/or service activities are considered requisite for demonstrating readiness for promotion. Candidates seeking promotion to Associate Instructor/Lecturer should demonstrate a record of excellence in administrative and/or service activities to the Nicholson School, including its students, as a priority, and the college and university as a second priority. Service outside the school goes beyond the expectations for promotion, however, may be considered as additional positive evidence for promotion.

A record of excellence in administrative and service activities would demonstrate that a candidate has been a frequent and consistent participant in a range of administrative and service activities in support of the mission of the

Nicholson School. It is recognized that not all faculty are able to participate in all types of activities.

An applicant's Area Coordinator and Director may provide documentation for faculty engaged in specific acts of service appropriate for their specific program area.

Applicants for promotion should offer evidence that their service to the School meets or exceeds their typical contractual obligation. Contributions might include, but are not limited to, the following:

- Chaperoning and teaching student cultural experiences (such as study abroad programs)
- Conducting portfolio reviews
- Serving as the faculty adviser for student academic organizations (such as Debate Team or Lambda Pi Eta)
- Coordinating student activities and events (such as Communication Day, Speech Competitions)
- Serving on a program area or school-level committee (for faculty searches, nominations, oversight, etc.)
- Supervising a program area or a school function
- Serving as a liaison to the University
- Other service activities as documented by the applicant. (*Note: Activity must be specified, and faculty must provide documentation describing the activity's merit as evidence of excellent service.*)

F. Scholarly or Creative Activities

The Nicholson School does not have a research requirement for most Instructors/Lecturers. If an Instructor/Lecturer chooses to engage in research or other creative or scholarly activities, they will be considered for promotion purposes, but are not required. Promotion cannot be denied due to the absence of scholarly or creative activities. Additionally, the presence of scholarly or creative work is not a substitution for the standards for promotion detailed above. Typically, there is no allocation of assignment designated for research unless the Instructor/Lecturer has discussed and been approved for such. Research/creative activities may inform teaching or be used in partnerships that could be considered as professional service.

IV. Standards for Promotion to Senior Instructor/Lecturer:

Candidates seeking promotion to Senior Instructor/Lecturer must demonstrate they consistently meet all criteria for promotion to the rank of Associate Instructor/Lecturer as described above, demonstrating a sustained pattern of excellence in these areas. In

addition, candidates seeking promotion to the rank of Senior Instructor/Lecturer must demonstrate leadership in both the University and the profession as demonstrated by the criteria listed below in the 'expanded core'. There are no specific criteria for the number of items that must be met in the 'expanded core' in order to be promoted to Senior Instructor/Lecturer, however, candidates should demonstrate substantial accomplishments in many of the 'expanded core' items.

V. Required Supporting Materials for Promotion to Associate Instructor/Lecturer

The required supporting materials include those accomplishments that are considered by the Nicholson school to be representative of leadership in teaching, professional development, curricular development, advising or mentoring, administration and service, and scholarly or creative work.

A. Excellence of Instruction

A record of excellence sufficient for promotion to the level of Senior Instructor/Lecturer should meet the qualifications required for associate Instructor/Lecturer and demonstrate leadership or additional qualifications in these areas. Examples of leadership in instruction may include, but are not limited to:

- Providing formal peer evaluations written by an individual with an academic rank higher than the faculty member that include specific information about the applicant's role as a leader among faculty (maximum of three letters from three different qualified individuals).
- Identifying awards or other recognition that demonstrates that the candidate has been recognized for leadership in teaching by the university, academic community, or the industry of their discipline.
- Organizing an instructional effort outside the classroom that serves the program area, school, or the university (e.g., organizing student workshops or summits, planning and leading educational student trips, leading efforts to have representation at student exhibitions or competitions, creating or facilitating efforts to engage students in professional development opportunities outside of the classroom).
- Mentoring or supporting junior faculty in their efforts to obtain instructional grants.
- Exhibiting leadership in teaching in some other noteworthy activity not previously listed. (*Note: Activity must be specified, and faculty must provide documentation describing the activity's merit as evidence of leadership in instruction.*)
- Organizing a film screening or visiting scholar's presentation.
- Providing service for the CAN! Film fest, Fall Showcase, Meet and Greet, etc.
- Facilitating student participation as year-end screeners.

B. Professional Development

A record of excellence in professional development sufficient for promotion to the level of Senior Instructor/Lecturer should meet the qualifications defined in the basic core and document a consistent record of leadership in professional development activities. Examples may include, but are not limited to, the following:

- Organizing, leading, and/or facilitating sessions at UCF Faculty Center for Teaching and Learning Conferences
- Organizing, leading, and/or facilitating UCF Faculty Center for Teaching and Learning teaching workshops
- Organizing, leading and/or facilitating sessions at UCF instructional courses (such as IDL and ADL)
- Organizing, leading, and/or facilitating short courses at conferences and/or festivals
- Organizing, leading, and/or facilitating professional development programs, such as sessions during Diversity Initiatives' Diversity Week, Leadership Empowerment Program (LEP), and/or Seeking Educational Equity Diversity (SEED) program
- Organizing, leading, and/or facilitating programs for professional organizations in the faculty member's industry

C. Curricular Development

A record of excellence sufficient for promotion to the level of Senior Instructor/Lecturer in curricular development should meet the qualifications defined in the basic core and demonstrate leadership in the collective subject matter of the faculty member's program area. Examples of leadership in curricular development activities may include, but are not limited to:

- Initiating or directing program area's efforts to incorporate technology that increases the effectiveness of the instruction in a particular course, course sequence or programmatic initiative (e.g., Twitter, classroom management systems [clickers], etc.).
- Leading innovative efforts in assessment, course development, course delivery, or programmatic data collection that extend beyond the individual faculty member's own courses (e.g., making substantial revisions to program-wide curriculum, taking on a leadership role in the assessment criteria or report effort).
- Inviting and coordinating guest speakers and/or artists for the enrichment of the larger academic community (not limited to just a faculty member's class)
- Coordinating with industry and thought leaders to enhance the academic experience
- Other noteworthy program curricular development in which the applicant took on a leadership role (*Note: Activity must be specified, and faculty*

must provide documentation describing the activity's merit as an example of leadership in curricular development).

D. Advising and Mentoring

Candidates seeking promotion to Senior Instructor/Lecturer should exhibit a sustained record of consistent and ongoing commitment to mentoring and/or advising as demonstrated by assisting the professional development of other faculty (such as inviting them into their classes and sharing best practices), GTA mentoring, structured sharing sessions for successful teaching methods, and other evidence, as appropriate.

E. Administration and/or Service

A record of excellence sufficient for promotion to the level of Senior Instructor/Lecturer in administration and service should meet the qualifications defined in the basic core and demonstrate leadership in these areas. Although service to the School takes priority, leadership in administrative and service activities completed in support of the college, university and profession are considered additional evidence of excellence. These contributions might include, but are not limited to:

- Chairing or Co-Chairing a School committee.
- Taking on an appointed leadership role or leading a service initiative the program area or in the school (e.g., program coordinator, assistant director).
- Serving in leadership roles in professional associations
- Serving in leadership roles in industry, nonprofit, and creative activities
- Facilitating and/or maintaining partnerships with industry/nonprofit professionals.
- Serving on College or University committees (such as Divisional Review, Teaching Incentive Program, SOTL Award), etc.
- Facilitating the CAN! Film fest, Fall Showcase, Meet and Greet, etc.
- Facilitating student participation as year-end screeners

F. Scholarly or Creative Activities

The Nicholson School does not have a research requirement for most instructors/Lecturers. If an Instructor/Lecturer chooses to engage in research or other creative or scholarly activities, they will be considered for promotion purposes, but are not required and promotion cannot be denied due to the absence of scholarly or creative activities. Additionally, the presence of scholarly or creative work is not a substitution for the standards for promotion detailed above. Typically, there is no allocation of assignment designated for research unless the instructor/lecturer has discussed and been approved for such. Research/creative activities may inform teaching or be used in partnerships that could be considered as professional service.

