

**Guidelines for Promotion of Full-Time Lecturers and Scholars<sup>1</sup>**  
**(Supplement to the College Tenure and Promotion Policy)**  
**College of Education**  
**Approved by FPC May 2006**  
**Revised November 1, 2006**

**Overview**

Full-time Lecturers and Scholars in the College of Education at the University of Florida share all of the rights and responsibilities of tenure track faculty members, but are not eligible for tenure. The primary responsibilities of Lecturers are in the area of teaching and related activities; scholars carry out the equivalent of faculty duties in the area of research (Rule #6C1-7.003; <http://www.regulations.ufl.edu/Rules/Chapter7/7003.pdf>). This document is intended to supplement College Tenure and Promotion policies and procedures (<http://education.ufl.edu/web/files/70/File/TenPromguide0103.pdf>) and to provide clarification regarding criteria and procedures for promotion of full-time Lecturers and Scholars.

Guidelines for tenure and promotion at the University of Florida state that criteria for promotion “shall be relevant to the performance of the work that the faculty member has been employed to do and his/her performance of the duties and responsibilities expected of a member of the university community”. Lecturers and Scholars in the College of Education may be assigned duties in one or more of three areas: teaching, research and scholarly activity, and professional service (a portion of which may include administration). Lecturers and Scholars will be evaluated for promotion based on their specific assignments.

The performance of promotion candidates who hold Lecturer or Scholar titles requires *Distinction* in the area or areas of the primary assignment and at least satisfactory performance in any other assigned areas. The candidate and department chair or dean (for faculty assigned to the dean’s office and not to a department) will collaboratively determine ‘primary assignment.’ *Distinction* is characterized by performance that is well above the expected, typical performance of a candidate of similar rank and assignment in the candidate’s field. Furthermore, activities that contribute to the mission of the College and the advancement of the candidate’s discipline are important considerations.

Different criteria are applied depending on the level of the promotion involved. An individual applying for promotion from assistant to associate scholar, or lecturer to senior lecturer is expected to have demonstrated distinction in the primary assigned duties, and at least emerging leadership with respect to assigned duties. A candidate applying for promotion from Associate Scholar to Scholar, or Senior Lecturer to Master Lecturer is expected to demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of leadership in the primary area(s) of assigned duties (i.e., teaching, research and scholarship, and/or professional service [including administration]).

Promotion procedures for full-time Lecturers and Scholars parallel those for tenure-track faculty. Candidates complete the university’s standard promotion packets and follow the university’s promotion guidelines. Candidates determine the timing of promotion applications in collaboration with their department chair or the Dean of the College. Accomplishments required for promotion are typically achieved across six or more years of continuous, in-rank, full-time service, similar to promotion of tenure-track faculty.

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<sup>1</sup> Policies outlined in this document will apply to any faculty title recognized by the University as non-tenure track faculty.

## Criteria for Promotion for Lecturers and Scholars

### I. Overall Criteria

Promotion of lecturers and scholar positions is based on demonstration of distinction in the area or areas of primary assignment (teaching or research) and acceptable performance in all other assigned areas. *Distinction* is characterized by performance that is well above the expected, typical performance of a candidate of similar rank and assignment in the candidate's field.

A. A candidate applying for **promotion from Assistant to Associate Scholar, or Lecturer to Senior Lecturer** is expected to have demonstrated distinction in the primary assigned duties, and at least emerging leadership with respect to assigned duties.

B. A candidate applying for **promotion from Associate Scholar to Scholar, or Senior Lecturer to Master Lecturer** is expected to demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of leadership in the other area(s) of assigned duties.

Quality of performance will be judged more important than quantity in evaluating contributions.

### II. Major Sources of Evidence

#### Teaching

Depending on the nature of the candidate's teaching assignment, possible sources of evidence to demonstrate *distinction* in teaching may include, but are not limited to:

- Student, peer and chair evaluations of teaching and advising indicating exemplary performance.
- Nomination or receipt of awards for teaching and/or advising.
- Evidence of exemplary development of new courses, instructional materials, technological innovations, and syllabi.
- Exemplary contributions or leadership on committees related to teaching.
- Evidence of providing exemplary professional development for practicing professionals.
- Evidence of self-reflection, study, and development/improvement of teaching performance.
- Publications related to teaching and professional practice.

#### Research

Depending on the nature of the candidate's research assignment, possible sources of evidence to demonstrate *distinction* in research may include, but are not limited to:

- Supervisor evaluations or other evaluative evidence indicating exemplary performance in assigned duty areas.
- Leadership roles in appropriate research-oriented professional associations.
- Evidence of development of research line.
- Established regional/national/international reputation based on research and/or expertise.
- Awards for scholarly activity.
- Publications which are appropriate to the candidate's field, such as, articles in peer-reviewed periodicals, books, monographs, chapters, bibliographies/catalogs, abstracts,

- reviews, media releases, creative works, activities, patents, or copyrights, and other miscellaneous publications (e.g., non-refereed publications).
- Lectures, speeches, workshops, or papers presented at state, regional, national, or international meetings.
  - Documented leadership roles (e.g., PI, Co-PI, Co-Investigator, Director, Coordinator, Co-Author, Project Manager) on grant proposals submitted and grant proposals funded.

### **Service/Administration**

Depending on the nature of the candidate's service/administrative assignment, possible sources of evidence to demonstrate *distinction* in service/administration may include, but are not limited to:

- Supervisor evaluations or other evaluative evidence indicating exemplary performance in assigned duty areas.
- Peer evaluations demonstrating exemplary performance in assigned duty areas.
- Evidence of efforts for continued professional development and improvement in service/administrative performance.
- Awards for service.
- Evidence of exemplary service or consultation to public schools, department, college or university committees; community-based organizations, and the profession.
- Leadership roles in professional organizations as evidenced by election or appointment to offices or committees.
- Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks).

## Procedures for Promotion of Lecturers and Scholars

Promotion procedures for full-time Lecturers and Scholars parallel those of tenure-track faculty. Candidates determine the timing of promotion applications in collaboration with their department chair or the Dean of the College. Accomplishments required for promotion are typically achieved across six or more years of continuous, in-rank, full-time service, similar to promotion of tenure-track faculty.

1. Similar procedures apply to Lecturers and Scholars seeking promotion as for any tenure-track faculty seeking promotion to the next rank. University procedures as specified in university guidelines, including packet preparation and deadlines, are followed with exceptions noted in this document.
2. Lecturers and Scholars seeking promotion will present a case using the University of Florida tenure and promotion packet. While all sections of the packet must be completed, the assigned activities of the faculty member dictate the criteria applied and which portions of a packet receive greatest attention.
3. Percent assignments shown in the packet should accurately reflect the candidate's actual assignments and activities over the period of employment. For example, a candidate may be assigned to teach, advise, develop courses, administer the clinical portion of a program, and engage in faculty governance activities. The assignment, therefore, should not be shown as 100% instructional if, in fact, service (governance, administrative, or other) was assigned. If the assignment has been 100% instructional, then one should indicate "Not Applicable" (not 0%) on the summary table in the areas of research and service.
4. Letters of evaluation by faculty of superior rank in the candidate's field are required for the promotion of a Lecturer or Scholar:
  - a. The College expects 5 (five) letters of evaluation. For promotion from Lecturer to Master Lecturer or from Assistant to Associate Scholar, the letters may come from internal and/or external (i.e., outside the College) sources. For promotion to Senior Lecturer/Full Scholar, external letters must be included. The candidate may suggest writers of evaluation letters, but the final selection is determined by the Chair, Director, or Dean.
  - b. The Chair, Director or Dean will follow the same guidelines for soliciting evaluation letters and preparing bio sketches of the reviewers as is done for tenure track faculty.
  - c. Evaluators should be informed about the candidate's primary assignment duties and the College's criteria for Lecturers and Scholars.
  - d. Evaluation letters should provide an assessment of the candidate's accomplishments in the primary area(s) of assigned responsibility (i.e., teaching or research).
  - e. All letters received will be used in the packet.
5. Peer evaluations of teaching, including visitations to classes and review of syllabi, examinations and other instructional materials performed in at least one course each semester, are required for candidates with a teaching assignment.

6. College and department policies regarding mentoring programs shall also apply to Lecturers and Scholars.
7. A mid-cycle review should occur for Lecturers and Scholars toward the end of the third or fourth year. Departments/units should follow a procedure similar to that used for tenure-track faculty.
8. Faculty voting on promotion of Lecturers and Scholars:
  - a. Faculty voting on promotion of Lecturer to Senior Lecturer, Assistant Scholar to Associate Scholar will be by faculty of superior rank in the unit, i.e., Senior and Master Lecturer, Associate and Full Scholar, Associate and Full Professor.
  - b. Faculty voting on promotion of Senior to Master Lecturer and of Associate Scholar to Full Scholar will be by faculty of superior rank in the unit, that is, Master Lecturers, Full Scholars, and Full Professors.
  - c. Senior faculty members are defined as any faculty of a higher rank than the candidate.
9. Lecturer and Scholar promotion cases may be discussed at the same faculty meeting in which other tenure and promotion cases in the department are discussed and voting by secret ballot may proceed in the same way.
10. For non-department-affiliated faculty, an ad-hoc committee should be established consisting of senior faculty from across the College. This ad-hoc committee will review the candidate's promotion packet in a similar fashion as department-level reviews for department-affiliated faculty.
11. Lecturer and Scholar promotion cases shall be forwarded to the COE Promotion and Tenure committee for review. Alternative procedures for college level review of Lecturer and Scholar cases shall be considered at such time that a critical mass of faculty in senior ranks (Master/Senior Lecturer, Associate/Full Scholar) are available to serve on a college-wide committee.