

OVERVIEW

The University of Florida Digital Worlds Institute was founded and exists as an interdisciplinary institute with close ties and working affiliations across multiple Colleges.

Tenure track faculty of the Digital Worlds Institute will be evaluated in the areas of teaching, research, and service, according to the assignment. The Institute faculty are a diverse set of creative individuals who may excel in different areas. While it is not possible to completely specify all possible appropriate and meritorious activities, accomplishments, awards, etc. that a faculty member may engage in, the traditional core activities of faculty: publishing in high quality outlets, participation in and organization of national and international research and educational forums, service to the university and the profession, garnering funding for research and educational activities, and quality teaching and pedagogical activities clearly remain the main foci of faculty evaluations.

The following guidelines reference existing University and College standards and attempt to explicate them with Discipline-specific Guidelines and Criterion for Tenure and Promotion to the various ranks of tenure track positions from Associate Professor to Professor. By definition, each successive higher rank includes attainment of the standards required for the previous rank.

1.0 Discipline-specific Guidelines and Criterion for Promotion to Rank of Associate Professor and/or Tenure in the Digital Arts & Sciences (DAS)

1.1 General Requirements

1. Research shall be understood to mean Scholarly Research and Creative and/or Technical Activity as appropriate to a specific area of expertise.
2. Promotion to the rank of Associate Professor requires a record of “distinction” in teaching and research. It is expected that the candidate has achieved a national reputation based on research contributions in one’s field. If a person publishes about teaching—i.e., has pedagogy as part of their research profile—then a national reputation related to teaching would be expected.
3. A candidate for the rank of Associate Professor and/or Tenure must also demonstrate a commitment to departmental, college, university, and professional service.
4. For promotion to Associate Professor and/or Tenure, “distinction” is measured in comparison to assistant professors in the candidate's area of specialization at AAU institutions comparable to the University of Florida.
5. Tenure should be based on clear evidence of the potential for sustained contribution and leadership in the program over a candidate’s whole career.

1.2 Teaching

Teaching is considered an essential function of faculty at the University of Florida, and consequently all faculty members are expected to demonstrate excellence and

effectiveness in this important area. There is, however, great variability in the approach. Teaching ranges from broad survey courses involving large numbers of students to intensive studio and seminar instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

Distinction in teaching shall be evidenced by a consistent pattern of excellence and effectiveness among multiple indicators, including the following:

- a. Student evaluations considered in relation to the type of course, such as undergraduate or graduate, studio or lecture, required or elective,
- b. Peer ratings showing excellence and effectiveness in teaching content in classroom performance based on direct observations
- c. Serving on or chairing graduate supervisory committees
- d. Supervising independent studies, internships, and practica
- e. Achievement of significant awards or other recognition for teaching
- f. Development of new courses, teaching program, and/or implementation of a degree program and ongoing revision of existing courses to reflect the changing state of the discipline.
- g. Other activities, if undertaken as part of the regular assignment, may include the development and implementation of continuing education courses or online courses, international course development, the creative use of technology in teaching, assuming a leadership role in curriculum redesign or development, etc.
- h. Accomplishments of students directly supervised and/or mentored by the faculty

1.3 Research

The products of original research in the Digital Arts & Sciences are highly varied. The output and documentation of these activities must be considered in relation to each individual candidate's specific area of expertise and stated research direction. One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate's area of specialization and research focus.

Distinction in research ordinarily entails (a) the development of a significant line of research and (b) documented progress toward the establishment of a national reputation based on research contributions in one's field. The quality of research shall be judged as more important than quantity when evaluating the candidate's research contributions.

Creative and Technical Activity in the Digital Arts and Sciences comprises a range of emergent scholarship that warrants inclusion in DAS-specific promotion criterion. It may be demonstrated by, but is not limited to, creative and technical work embodied or published in software, new and/or traditional media, presentations and performances created, documented or disseminated through digital technologies. The priority and weight of individual items may be different depending on the researcher's area of focus or discipline and assignment:

A. Creative Activity

In the Digital Arts & Sciences, evidence of creative activity may include, but is not limited to juried, invited, solo, and group exhibitions, presentations and performances. It can also be embodied in the technological underpinnings that enable real-time interactive media, network-based collaboration and serious and applied gaming environments and the creation of original software and algorithms. Presentation and exhibition of creative activity may include, but is not limited to professional conferences, commercial and non-profit venues, performing art centers, museums, web-sites, institutes of digital art, virtual environments, alternative spaces, public spaces, digital publications, and other appropriate venues, both real and virtual. The products of creative activity may be multiple, allowing for wide distribution to presentation and exhibition venues. In other instances, projects may evolve over long periods of time and may be exhibited or performed only once. Modes of creative research practice may be individual, collaborative, interactive, performance based, site-specific (both real and virtual), web-based, or utilize other emergent delivery mechanisms. On-going productivity and quality are the primary standard, so it is important to track and document individual contributions in interdisciplinary and team-based activities.

B. Patents and Copyrights

The formal recognition of new intellectual property in the awarding of Patents and Copyrights by the Federal Government is also a professional distinction. Patents in the Digital Arts & Sciences may be issued for novel techniques, discoveries or processes embodied in software or hardware systems or for other innovations in interactive media. Copyrights granted for new intellectual property including original works incorporating interactive media, music and sound design, video, animation, narrative structures or other emergent forms of Digital Arts & Sciences are also acknowledgement of professional activity. For both Patents and Copyrights, please include date(s) with each item and give an indication of the significance of its (their) contribution to the profession.

C. Publications

In the Digital Arts and Sciences, forms of publication range from traditional printed materials to “new media”. New media currently includes interactive digital systems, documentation of digitally-empowered live and/or distributed performances, serious and applied games as well as networked, rich-media publications such as extended weblogs, DVD's or CD-ROMS and other emergent media artifacts made possible by current technologies. Publications may be invited, commissioned, self-initiated or peer-reviewed. The value of a peer-reviewed publication is based on its esteem within the field, irrespective of whether it is published online or off.

a. Authored Publications

i. Books/Monographs:

Invited or peer-reviewed. Traditional or new media publications offering a sustained investigation of a particular topic related to DAS.

ii. Refereed Journal Articles:

Authorship of articles published in professional journals (online or off).
The format of these contributions may go beyond the form of a written essay to include pod-casts, video blogs or other forms of interactive digital media so long as they are submitted to peer review.

iii. Chapters of books and Monographs:

Invited or peer-reviewed. Essays or chapters in edited volumes (online or off), which establish standards for discourse in disciplines related to DAS.

iv. Editorship:

Traditional forms of editorship as well as coordinating or managing a multi-user discussion list whether accessible via e-mail or web. This category also includes the conception, design, engineering, curatorship and /or editing of organized media collections including media festivals, networked data bases, and digital and online publications.

v. Authorship of creative publications (online and off)

vi. Presentation of papers before professional societies

vii. Technical Reports/ Book Reviews/Exhibition Reviews (online and off)

viii. Other Publications (e.g. editorials, working papers, etc.)

D. Authorship

In addition to those activities cited above, the specific contributions to any publication, whether traditional or new media, are also a factor in determining promotion.

- (1) Jointly authored publications and presentations are considered, but the candidate should balance these with single-author contributions.
- (2) First-author publications are rated higher than co-authorships within a particular publication category.
- (3) First authorships are important in documenting individual initiative, abilities and in developing national/international reputations.
- (4) Generally, one-third to two-thirds of publications of junior faculty are anticipated to be of first authorship. Senior faculty with multiple graduate students often have a lower fraction of first-author publications.
- (5) Credit will be given to co-authorships where the faculty member is/was the major professor or the resident research advisor of the first author.

E. Lectures, Speeches, Posters presented at Professional Conferences

- (1) Appearance of creative and/or technical work in books, magazines related to the field, online professional archives and compilations.
- (2) Inclusion of works in creative and/or technical portfolios published by institutions, archives, etc.
- (3) Presentation of professional seminars and workshops (online and off)
- (4) Invited lectures
- (5) Presentations as critic, juror, editor, producer or adjudicator of digital media publications and/or productions, works of interactive media, exhibitions, performances, etc.

F. External Funding

The receipt of competitive external grants for creative and research undertakings is another important area for faculty in the Digital Arts and Sciences. Success in attracting external support for research, as evidenced by serving as a principal investigator, co-principal investigator or a primary contributor on peer-reviewed, research-based grants or contracts, can represent a significant indication of progress toward establishing a national research reputation.

1.4 Service

It is expected that all faculty members will demonstrate good citizenship in their schools, center or institute and in the college by actively serving on institute, school, college, and/or university committees consistent with their rank and experience, and faculty will be assigned to some level of service each year. This description of service relates to those activities that are performed without additional compensation or course release, as part of the regular faculty assignment.

Some activities that may fall under this category include:

- a. Active participation in institute, area, school, college, and university committees and meetings
- b. Committee leadership
- c. When appropriate, administrative responsibilities (i.e. program coordinator, area head, undergraduate or graduate coordinator etc.) undertaken as part of the faculty assignment.
- d. Serving as a committee member in a state, regional, national or international professional organization
- e. Serving as an officer or board member in a state, regional, national, or international professional organization
- f. Organizing workshops, exhibitions, and visiting professionals that benefit the institute, community or profession, judging or jurying exhibitions or papers, etc.
- g. Serving on committees or boards of local, regional, national, and international professional organizations and publications
- h. Membership on local, regional, and national commissions related to the faculty member's area of expertise.
- i. Formally or informally mentoring students
- j. Responding to community and campus requests for collaboration in the faculty member's area of expertise.
- k. Maintaining relationships with local and regional cultural, scientific or educational institutions in the faculty member's area of expertise.
- l. Serving as faculty advisor to student clubs or for student events
- m. Assisting as requested in recruitment and development activities for the unit.

2.0 Discipline-specific Guidelines and Criterion for Promotion to Full Professor

2.1 General Requirements

1. Research shall be understood to mean Scholarly Research and Creative and/or Technical Activity as appropriate to a specific discipline and area of expertise.
2. Promotion to the rank of Professor requires a record of “distinction” in teaching and research.

It is expected that the candidate has achieved an international reputation based on research contributions in one’s field.

3. A candidate for the rank of Professor must also demonstrate a commitment to service and to leadership at the school, college, university and/or professional level.
4. Promotion to the rank of Professor carries an expectation of continued effective teaching and, clear evidence of significant impact on the development of programs in the School in areas such as curriculum, administration and/or external relations.
5. For promotion to Professor, “distinction” is measured in comparison to Professors in the candidate's area of specialization at AAU institutions comparable to the University of Florida.

The faculty of the Digital Worlds Institute is comprised of individuals from a variety of traditional academic and professional disciplines. While the guidelines that appear below are the same for teaching and service, it is acknowledged that certain items may not apply to all traditional academic and professional disciplines. The diversity in research is sufficient to warrant separate, discipline-specific criteria for that activity. The following guidelines are based on those of peer institutions and of the appropriate professional organizations.

2.2 Teaching

Teaching is considered an essential function of faculty at the University of Florida, and consequently all faculty members are expected to demonstrate excellence and effectiveness in this important area. There is, however, great variability in the approach to teaching among the various disciplines within the School. Teaching ranges from broad survey courses involving large numbers of students to intensive studio instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

Distinction in teaching shall be evidenced by a consistent pattern of excellence and effectiveness among multiple indicators, including the following:

- a. Student evaluations considered in relation to the type of course, such as undergraduate or graduate, studio or lecture, required or elective, etc.
- b. Peer ratings showing excellence and effectiveness in teaching content in classroom performance based on direct observations
- c. Serving on or chairing graduate supervisory committees
- d. Supervising independent studies, internships, and practica
- e. Achievement of significant awards or other recognition for teaching

- f. Development of new courses, teaching program, and/or implementation of a degree program and ongoing revision of existing courses to reflect the changing state of the discipline.
- g. Other activities may include the development and implementation of continuing education courses or online courses, international course development, the creative use of technology in teaching, assuming a leadership role in curriculum redesign or development, etc.
- h. Accomplishments of students directly supervised and/or mentored by the faculty

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The products of original research in the Digital Arts & Sciences are highly varied. The output and documentation of these activities must be considered in relation to each individual candidate's specific area of expertise and stated research direction. One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are recognized as outstanding researchers in the candidate's area of specialization and research focus.

Distinction in research ordinarily entails (a) the development of a significant line of research and (b) documented progress toward the establishment of an international reputation based on research contributions in one's field. The quality of research shall be judged as more important than quantity when evaluating the candidate's research contributions.

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It is expected that all faculty members will demonstrate good citizenship in their schools, center or institute and in the college by actively serving on institute, school, college, and/or university committees consistent with their rank and experience. This description of service relates to activities that are performed without additional compensation or course release as part of the regular faculty assignment.

Some activities that may fall under this category include:

- a. Active participation in discipline, area, institute, college, and university committees and meetings
- b. Committee leadership
- c. Serving as an undergraduate or graduate coordinator or area head
- d. Serving as a committee member in a state, regional, national or international professional organization
- e. Serving as an officer or board member in a state, regional, national, or international professional organization
- f. Organizing workshops, exhibitions, judging or jurying exhibitions or papers, and visiting artists and/or scholars and/or researchers that benefit the students, community or profession
- g. Serving on committees or boards of local, regional, national, and international professional organizations and publications
- h. Membership on local, regional, and national professional associations

- i. Formally or informally mentoring junior faculty
- j. Responding to community and campus requests for collaboration in the faculty member's area of expertise
- k. Maintaining relationships with local, regional and national cultural institutions in the faculty member's area of expertise
- l. Serving as faculty advisor to student clubs or for student events
- m. Assisting as requested in recruitment and development activities