

## **Instructor/Lecturer (I/L) Guidelines: The Department of Psychology**

The Department of Psychology's core consideration for promotion to Associate within the Instructor/Lecturer line is demonstration of quality of teaching. It is incumbent on the candidate to demonstrate these efforts in their dossier materials.

### Teaching

Evidence of teaching effectiveness may include, but is not limited to, the following. This should not be considered a checklist to be completed but examples of dossier items that may help candidates demonstrate quality of teaching. Categories 1 (Quality of Design) and 2 (Efforts to Improve Teaching) are expected from all candidates. While the Department values Category 3 (Interaction with Students Outside the Classroom), it is not a requirement.

1. Quality Design
  - a. Class materials, such as syllabi and assignments
  - b. Quality/High Quality designation for W and M courses
  - c. High impact/Active learning practices
  - d. Evidence of learning gains (e.g., pre/post-test evidence)
  - e. Student Perception of Instruction
  - f. Peer evaluation of instruction
  - g. Instructional innovation
  - h. Evidence of instructor/student interaction (e.g., assignment feedback)
2. Efforts to improve teaching
  - a. Attendance and/or presentations at conferences or workshops relevant to teaching, such as participation in Faculty Center for Teaching and Learning (FCTL) conferences
  - b. Presentations at teaching conferences such as the National Institute on the Teaching of Psychology (NITOP), etc.
  - c. Publications related to Scholarship of Teaching and Learning (SOTL)
  - d. Reflections on challenges and areas of growth in teaching/SPI reviews including steps taken to address them
3. Interaction with Students Outside the Classroom
  - a. Student mentoring (e.g., Independent Study)
  - b. Contributing to Honors Undergraduate Theses as Chair or Committee Member
  - c. Advising student organizations
  - d. Evidence of contributions toward student success (e.g., graduate school acceptances, awards, scholarships, professional achievements, publications, letters of recommendation, etc.)

## Service

Evidence of service may include, but is not limited to, the following.

- Involvement and participation in departmental, college, and/or university-level committees and events
- Community outreach, teaching in the community, or other community service relevant to one's area of expertise
- Contributions to the teaching/academic community (e.g., peer review for journals or conferences, serving on committees/boards for external organizations, professional societies, etc.)
- Letters of support from colleagues regarding one's contributions to the service mission of the department, college, university, and/or community

## Research

This section applies only to candidates with a research assignment as part of their FTE. Evidence of research productivity may include, but is not limited to, the following.

- Conducting scientific and/or educational research
- Publications in indexed journals or discipline journals
- Contributions to state, regional, national and/or international conferences
- Grant and proposal submission

## Senior Lecturer

Senior Lecturers must continue to demonstrate the qualities outlined above for promotion to Associate. In addition, consideration for promotion to Senior Lecturer will include leadership. Evidence of leadership may include, but is not limited to, the following.

- Serving in department, college, and/or university level leadership positions at UCF (e.g., undergraduate coordinator, administrative service or appointments, chairing committees at the department, college, or university levels)
- Serving in external leadership positions related to the applicant's discipline (e.g., positions in professional associations, journal reviewer, associate journal editor, etc.)
- Pedagogical leadership at the campus, state, or national level
- Coordination or mentoring of other faculty, graduate instructors
- Organizing or otherwise leading conferences or workshops