

Guidelines for Promotion from Assistant to Associate Professor and Tenure

Department of Psychology

2/27/19

Teaching

The candidate's narrative should describe the candidate's teaching in terms of overall philosophy and specific evidence of high quality teaching in courses and other activities with students. The narrative should also describe how the faculty member's teaching load met curricular needs of the department.

Excellence in teaching is judged based on the candidate's record, narrative, and evidence of quality instruction. Basic activities such as meeting classes as scheduled, holding required office hours, and providing syllabi are minimum requirements. In order to demonstrate high quality teaching, evidence of the breadth and depth of a candidate's teaching in Psychology may include the following. It is understood that not every item on the list must necessarily be included, nor is the list itself exhaustive, but the overall effect of the discussion and supporting materials must be to clearly demonstrate the excellence and effectiveness of the candidate's teaching.

- Clear and effective course design (e.g., matching objectives with assignments and assessments)
- Assignments and activities that stimulate intellectual interest and promote and advance student learning and critical thinking (e.g., written course assignments)
- Individualized instruction (e.g., Supervised Research, Directed Independent Study, practicum)
- Mentoring graduate or undergraduate students (e.g., MS thesis, Honors thesis)
- Program and/or curriculum development
- Creation of new courses in the department
- Creation of new courses taught by the faculty member, including new preparation and new delivery method (e.g., developing a hybrid version of a face-to-face class)
- Revision of existing courses
- Demonstration of professional development in teaching (e.g., participation in conferences or workshops on teaching)
- Development of new, innovative instructional techniques (e.g., teaching Study Abroad Course, developing community-based learning in instructional delivery)
- Development of new, innovative instructional materials (e.g., authors or co-authors a textbook, authors or co-authors textbook supplements or assessment tools)
- Evidence of scholarship of teaching (e.g., publication of a research paper or conference presentation on topics including pedagogy and student learning)
- Recognition of outstanding teaching through teaching awards or other types of acknowledgement

- Receipt of grant funding that supports teaching
- Teaching evaluations by chair
- Teaching evaluations by peers
- Teaching evaluations by students (ISQs and other if available). Faculty are encouraged to report a range of ISQ questions as appropriate, including but not solely the overall rating of instructor.
- Responsiveness to evaluations of teaching by chair(s), peers, and/or students including self-reflection on effectiveness and attempts to improve where necessary

Scholarship

The candidate's narrative should describe their scholarship/research activities and the quality of their research outputs and level of contribution put forth for each project. Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, or community-engaged research. Scholarship/research activities should relate to the faculty member's areas of scientific expertise, which is defined in terms of discipline-related research specialties, training, experience, and knowledge. Quality is the overall determining factor and is indicated by the candidate's narrative, external letters of evaluation of the candidate's research and scholarly activity, and the departmental promotion and tenure committee.

Evidence of excellence in scholarship shall include:

- Demonstration of a record of disseminating your research (e.g., at local and national conferences, external department seminars)
- Demonstration of student involvement in research (e.g., student research writing, publications with students, presentations with students, student awards, laboratory experience)
- Demonstration of an independent, active research program, as evidenced by a reasonable number (often in the range of 4-6) of items from the List of Scholarship Activities, with at least three of the items from the higher value List of Scholarship Activities. Out of all scholarship activities, at least two publications should be peer-reviewed products representing senior or corresponding authorship from work accomplished at UNF. Considerations are as follows:
 - Psychology research is routinely carried out in teams and therefore it is understood that publications may have multiple co-authors. In the research narrative the candidate should explain the involvement of collaborating groups, as needed
 - Demonstration of an active research program at UNF (e.g., data collected at UNF, publications at UNF, grant submission while at UNF, internal grant awarded).
 - Quality is the overall determining factor. Quality can be assessed in numerous ways (e.g., anticipated or documented readership, impact factor, H index of journal, rejection rate, relevance to basic or applied field or community impact).

Top tier journals and external grants carry more weight and may reduce the number of scholarship activities.

List of Scholarship Activities

Higher Value

- Publication of a book or monograph (author, coauthor, editor, or coeditor)
- Publish a peer-reviewed article or other product, includes in-press, in a non-predatory journal or outlet (author or coauthor)
- Publication of a book chapter, includes in-press entries (author or coauthor)
- Received or receiving external grants from organizations with local, national, or international scope (e.g., federally funded) of \$10,000 or more (PI or Co-I)

Other

- Publication of an encyclopedia article, includes in-press entries (author or coauthor)
- Publication of a non-peer reviewed paper or report (non-predatory journal) (e.g., white papers, position papers, policy briefs)
- Publish proceedings article
- Received contract award (e.g., program evaluation, consultant) or external grants from organizations with local, national, or international scope (e.g., federally funded) of less than \$10,000 (PI or Co-I)

Service

The candidate's narrative should describe their continuing meaningful contributions in service. Basic activities such as regularly attending department meetings and making contributions to the general work of the department are minimum requirements. Evidence of meaningful contributions to service may include, but are not limited to, the following. It is understood that not every item on the list must necessarily be included, nor is the list itself exhaustive, but the overall effect of the discussion and supporting materials must be to clearly demonstrate the continuing meaningful contributions to service.

- Active contributions to departmental work and governance
 - Participation in department activities and events (e.g., job candidate talks/discussion hours, open house, research talks)
 - Participation, chairing, or leadership role on departmental committees
 - Service in a department position (e.g., Director of Master's program)
 - Significant efforts in program assessment
 - Service (e.g., faculty advisor) to departmental student organizations/ clubs
 - Student mentorship
 - Faculty mentorship
- Active contributions to college and university work and governance

- Participation, chairing, or leadership role on college or university committees or other university organization(s) (e.g., UFF-UNF, Faculty Association, APC)
 - Service (e.g., faculty advisor) to university, national, or international student organizations/ clubs
 - Review of internal grant proposal and applications when not part of a committee
 - Student mentorship
 - Faculty mentorship
- Active contributions to the profession
 - Membership in one or more professional organizations (e.g., APA, APS)
 - Leadership position in discipline-related organization
 - Review of manuscripts, book chapters, grants, or conference abstracts
 - Acting as external grant panelist
 - Service as an external peer reviewer on a tenure and/or promotion case outside of UNF
 - Service as an Editor, Associate Editor, or on the Editorial Board of a scientific journal
 - Program Reviewer (e.g., accreditation)
 - Service on a committee of a scientific organization or conference
 - Organization of a local, regional, national, or international meeting/ symposium/ workshop/session
- Active contributions to the community (e.g., local, regional, national, international)
 - Service as an active member or leader in a community organization, board, agency, or commission relevant to one's scientific expertise
 - Relaying scientific knowledge to a public audience (e.g., presenting general interest seminar, serving as a scientific resource to media and schools)
- Additional accomplishments not listed above may qualify as evidence of continued meaningful contributions to service
 - Receipt of grant funding that supports service activity
 - Recipient of service award