

Department of Psychology  
Full-Time Lecturer Promotion Guidelines  
(Approved 2/23/15)

Full-time Lecturers in the Department of Psychology in the College of Liberal Arts and Sciences (hereafter, CLAS) at the University of Florida (hereafter, University) are valued members of the department and University community but are not eligible for tenure. The primary responsibilities of Lecturers are in the area of teaching. The promotion of Lecturers shall follow University and CLAS promotion guidelines currently available at <http://www.clas.ufl.edu/hr/tenure/tenure.html>. The departmental policies and procedures herein are designed to complement and clarify those existing guidelines, which take precedence.

Guidelines for tenure and promotion at the University state that criteria for promotion "...shall be related to the performance of the work, which the faculty member has been assigned to do, and the responsibilities expected of a member of the university community." Additionally, it is stated that these criteria recognize three broad categories of academic service:

- Instruction - including regular classroom teaching, direction of theses and dissertations, academic advisement, extension programs, and all preparation for this work including study to keep abreast of one's field
- Research or other creative activity including scholarly, peer-reviewed publications
- Professional and public service

The primary activity of a Lecturer is teaching, and consequently evaluation for promotion will be based solely on this assignment, unless other additional assigned duties have been negotiated with the department chairperson and are reported on the Lecturer's annual activity report.

There are two levels of promotion available to Lecturer:

- (1) Promotion from Lecturer to Senior Lecturer, for which there must be evidence of sustained meritorious achievements in teaching beyond what was on the record at hiring (and any other assigned activities if appropriate).
- (2) Promotion from Senior Lecturer to Master Lecturer, for which there must be evidence of sustained superior achievements in teaching beyond what was on the record at the time of last promotion (and any other assigned activities if appropriate).

### Procedure

The timeline for promotion for full-time Lecturers is flexible, as candidates can be considered for promotion when ready as determined in collaboration with the Psychology Department chair. Because some time is required to show a sustained advancement from the prior step, candidates should expect that promotion standards would be more difficult to achieve in less than 4-5 years. Candidates will complete the University's standard promotion packets in accordance with CLAS and the University's guidelines regarding packet preparation and deadlines for submission. However, aspects of the packet that are unique for Lecturers (relative to tenure-track faculty) are detailed below:

1. Lecturers are not required to complete an official third year review but may request such a review at any point midway through their timeline toward promotion.
2. The summary of percent assignments shown in the portfolio should accurately reflect the Lecturer's actual assignments and activities. If the assignment has been 100% instructional, then one should mark "Not Applicable" where the packet calls for scholarly or scientific assignments and achievements or service accomplishments.
3. The Collective Bargaining Agreement (19.8 e) specifies that five or six letters of evaluation are required. University guidelines allow Lecturers to substitute internal for external letters, although external letters can be solicited if appropriate to the candidate's case. In accordance with University guidelines, the candidate suggests seven writers of evaluation letters, but the final selection is determined by the Chair so that at least half of the evaluators who agree to write letters come from the candidate's list.
4. When preparing their packets, Lecturers should include samples of materials that document their instructional accomplishments. These should include annual peer evaluations of teaching as dictated by department guidelines, and any additional materials such as: student evaluations of teaching, nomination or receipt of awards for teaching, development of new courses and/or instructional materials, contributions or leadership on committees related to teaching, evidence of self-reflection, study, and development/improvement of teaching, and publications or presentations related to teaching.