

PSYCHOLOGY CRITERIA FOR CAREER TRACK PROMOTION

	Assistant	Associate	Full Professor
Teaching	<ul style="list-style-type: none"> • Two or more years of postdoc or other relevant experience • Delivers courses with a rigorous, engaging pedagogical approach, with documented learning outcomes and above-average student/peer evals. • Develops and implements new methodologies, technologies and teaching strategies that promote a learner-centered instructional environment. • Improves dept assessment of teaching and learning. 	<ul style="list-style-type: none"> • Three or more years of service as an Assistant Professor of Practice or equivalent. • Demonstrates sustained excellence in teaching and curriculum development. • Active in the educational community of the discipline (e.g., faculty learning communities, workshops, conferences). • Continues innovative contributions to teaching and departmental improvement 	<ul style="list-style-type: none"> • Demonstrate leadership within their departments regarding the development and implementation of innovative teaching and learning strategies • Mentors others in teaching excellence and educational development. • Continues highest-quality teaching with clear documentation of impact.
Research or Scholarly/Creative Activity*	<ul style="list-style-type: none"> • May participate in funded programs or collaborative scholarship projects o • May serve as PI or Co-PI for externally funded programs that extend the dept/University's knowledge or capabilities regarding teaching and learning in their content area. 	<ul style="list-style-type: none"> • Evidence of scholarly contributions beyond teaching: publications, funded programs, and broadly adopted instructional materials. • May participate in funded programs that extend the dept's, University's and discipline's knowledge or capabilities in their content area or regarding teaching and learning in their content area • May serve as PIs or co-PIs for externally funded programs that extend the dept's, University's and discipline's knowledge or capabilities in their content area or regarding teaching and learning in their content area. 	<ul style="list-style-type: none"> • May have established funded programs (as PI or Co-I) that extend the dept's, University's and discipline's knowledge or capabilities regarding their content area or the teaching and learning of their content area • May produces peer-reviewed research, instructional materials, or faculty development programming. • May lead externally funded educational programs or research projects. • May advance scholarship in the discipline or teaching and learning. • May present at meetings, participate in national committees, publish peer-reviewed research, or lead professional development workshops
Service/Outreach**	<ul style="list-style-type: none"> • May provide professional development opportunities for faculty, post-doctoral, graduate and undergraduate students • May provide support within the dept to faculty/instructors wishing to implement learner-centered instructional approaches in their classes • May serve on departmental committees and provide professional development for students and faculty. • May advise students, supervise GTAs/Preceptors, support outreach/internship efforts. 	<ul style="list-style-type: none"> • May involve themselves in the educational community of their disciplines, which may include presenting at meetings, participating in national committees, publishing research, or engaging in professional development workshops; and • May serve on departmental committees based on their interests and strengths • May advise student research and serve as members of Ph.D., M.S., or undergraduate research committees, as permitted by the Graduate College 	<ul style="list-style-type: none"> • May serve as mentor to others in the department or the University for teaching excellence • May develop and lead professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the department, University or discipline • May serve on departmental committees based on their interests and strengths. • May advise student research and serve as members of Ph.D., M.S., or undergraduate research committees, as permitted by the Graduate College • May chair dept/University committees, as appropriate.

*If candidate has 0 FTE in this category, these expectations are not required for promotion; for FTE >0, the expectations must be graded relative to the FTE and discussed in department committee and dept head letters.

**There is typically a service component but it may vary considerably across CT faculty. The service expectations should be graded relative to FTE and discussed in department committee and dept head letters.