

PROMOTION & TENURE CRITERIA

Department of Psychology

Approved TBD 2022, for use beginning in the 2024-25
promotion cycle

PREFACE: The criteria below represent the faculty achievements used to evaluate Department of Psychology faculty seeking tenure and/or promotion. One of the primary goals in compiling promotion criteria is to reduce the ambiguity of the process. Therefore, the following guidelines are rather explicit with respect to activities in teaching, research, and service. However, the Department of Psychology is also committed to honoring diverse patterns of activity and productivity. Thus, in cases where there may be ambiguity in whether a candidate has achieved a criterion for promotion, it is incumbent upon the candidate to provide evidence in the promotion portfolio to justify that the criterion has been met. For instance, the candidate may want to point to citation counts as one metric of impact or may, in the absence of citation count, point to other evidence of impact.

TENURE: Typically, a faculty member is considered for tenure simultaneously with the consideration of promotion to the rank of Associate Professor. However, the present UCF guidelines outline separate procedures for tenure and promotion. In light of this distinction, the Department of Psychology considers the decision to award tenure among the most significant judgments that can be made regarding a faculty member. Therefore, the criteria for tenure may be viewed as even more stringent than those utilized for the rank of Associate Professor.

Tenure is awarded to those faculty who are judged to be likely to make continuing significant professional contributions to the University and the academic community as a whole. A strong record of successful teaching, research, and service shall be taken as evidence of the likelihood of making continued significant professional contributions. Substantial achievement in both teaching and research, and indications of future excellence in these categories, are necessary for the granting of tenure. An appropriate amount of activity in service is also required. However, outstanding performance in any one of the three categories (research, teaching, or service) alone is insufficient for tenure. To achieve tenure, a faculty member must demonstrate the potential for making a significant, positive contribution to the discipline, Department, College, and University.

Cumulative Progress Evaluations. The tenured faculty in the department will provide a written cumulative progress evaluation (CPE) for each candidate concerning progress toward tenure. This evaluation will be based on material submitted by the faculty member and will typically include, but not be limited to: (a) a current curriculum vitae (CV); (b) all prior cumulative progress evaluations; (c) all previous Annual Performance Evaluations; (d) all faculty member annual activity reports; (e) all previous results of the Student Perception of Faculty Instruction (SPIs) and peer evaluations of teaching; (f) course syllabi and other selected teaching materials; and, (g) examples of recent manuscripts and funding proposals. Tenure-earning faculty members are encouraged to submit their progress toward tenure materials in a dossier using a format that is consistent with the format required by UCF for applying for tenure. The Chair, in accordance with University requirements, will review all tenure-earning faculty members in the Department of Psychology annually. Following the evaluation of the Tenured Faculty by the department and the Chair, the Dean of COS will evaluate the faculty person's cumulative progress toward tenure based on the dossier provided by the faculty member.

PROMOTION: As is the case with the Tenure criteria, the criteria for promotion outlined below are intended as guidelines that will typically apply as candidates are considered for promotion. However, the intention is not to provide inflexible standards that must be met in every case. Each faculty member will be evaluated on an individual basis. Although the types of activities that form the basis of promotion evaluations are founded on the Department's Annual Evaluation Standards and Procedures (AESPs) in Teaching, Research, and Service, and thus, overlap across ranks. The level of performance expectations are intended to be progressive in nature for promotion from (a) Assistant Professor to Associate Professor, and (b) Associate Professor to Professor. Thus, for example, the criteria for promotion to

Professors require that a candidate must demonstrate evidence of *sustained* excellence that leads to peer recognition of one's achievements in the discipline at the national and/or international level.

ADDITIONAL INTRODUCTORY COMMENTS: The following additional guidelines are offered in response to evolving standards of performance expectations, particularly for the attainment of tenure and promotion to the rank of Associate Professor, and in response to requests by the faculty to provide increased specificity to the Department's Promotion and Tenure criteria. This evolution has particularly impacted expectations in the Research area as the Department's mission has increasingly emphasized graduate study and research. As noted earlier, however, it should be acknowledged that evaluation for tenure and/or promotion is accomplished on an individual basis.

It is recognized that multiple/joint authorship is a typical and valued pattern of publication credit in Psychology. Ethical practice generally suggests that the order of authorship will reflect the relative professional contributions of the authors to the research product, however, it is recognized that authorship orders and practices vary. It is incumbent on the candidate to make clear what their intellectual contribution is to a given published work on their CV, if this is not clearly reflected in order of authorship. Additionally, while a faculty director may have made substantial contributions to the publication manuscript, APA ethical practice dictates that 1st authorship of a publication based on a student's thesis or dissertation would typically go to the student.

A typical expectation for faculty research productivity in the Department is approximately one-two (1-2) publications per year. However, it is recognized that new faculty will require considerable time to start their research program at UCF and produce manuscripts for review. It is also recognized that peer-reviewed publications are more highly valued than non-peer-reviewed publications. Thus, the number of publications deemed acceptable for tenure and promotion will vary depending on the quality and impact of the publications, the pattern of publication activity across the years prior to tenure and/or promotion, whether the candidate can provide evidence of significant intellectual leadership in their research efforts, and that the research efforts indicate a clear trajectory toward national recognition (or in the case of promotion to Professor, that national recognition has been achieved). Also it is important that the candidate establish a focal area of research.

PROMOTION TO ASSOCIATE PROFESSOR.

Evidence of established and sustained excellence in teaching, research, service must be present.

Teaching:

Excellence in teaching will typically be demonstrated by active and productive involvement with either undergraduate and/or graduate students (for example, faculty whose primary assignment is on a Regional Campus may not have the opportunity to teach graduate students). Excellence will typically be assessed in both classroom teaching, as well as through mentorship or supervision of individual students. Excellence in teaching will also typically be evaluated in terms of Peer Evaluations and other outcome indicators of accomplishments in this area. Evidence of excellence in Teaching would typically include items from the "Teaching" category of the Department Annual Evaluation Standards and Procedures (AESPs).

Research:

Development of an ongoing program of research, productivity in research, as well as evidence of the beginning of national recognition in scholarship are hallmarks for tenure and promotion to Associate Professor. This is accomplished through the development of a focal area of research expertise, presentations, and publications of work in national forums, etc. The record should demonstrate research of high-quality and impact.

Excellence in research requires evidence that the candidate has developed a program of research and that the candidate's research is on a clear trajectory leading to national impact and recognition. The judgment of whether this trajectory is present is complex and cannot be communicated as a simple number of publications. While it is encouraged to collaborate with others on research, it is expected that each candidate will have programmatic research in a focal area. Major research products to be evaluated include journal articles, scholarly books, scholarly book chapters, and presentations. Typically, articles that appear in peer-reviewed journals and scholarly books will be weighted substantially more than book chapters. In a like manner, conference presentations will be weighted substantially less than book chapters. Textbooks will normally be considered as evidence of teaching

effectiveness Typically, the recognition of a national scholarly reputation is through the publication of research-based papers in recognized peer-reviewed scientific journals. Although submissions are an indication of research effort, it is understood that “in press” and published products are necessary. Each of the products must be evaluated in terms of the quality of the work and its impact. Moreover, a candidate's entire research career will be considered in the evaluation process, but the primary focus of the evaluation will be on research published while at the University of Central Florida.

External funding is an important factor in promotion. Although any source of external financial support helps the operation of the department and its programs, external funding from competitive external sources such as NSF, NIH, and DOD adds prestige to the institution, the department, and the researcher. External research funding includes local, state, private foundation, and industry grants. It is expected that candidates for promotion to Associate Professor participate as an intellectual leader in the writing of competitive external contract or grant proposals to support the candidate's specialty research area. It is the responsibility of the candidate to demonstrate their intellectual contributions toward grant submissions and, in cases where external funding has not been awarded, competitiveness toward funding awards. However, it is understood that some areas of research have few funding opportunities, and this should be taken into consideration in promotion decisions. Finally, while external funding from competitive sources represents highly valued scholarly activity and is an indicator of scholarship excellence, it is expected in addition to, but not in place of, peer-reviewed publications.

Evidence of quality and impact can be derived from a variety of sources. The lists below describe many of these sources but should not be considered as a simple checklist of items to be completed. The basic core list defines those accomplishments that must be demonstrated to achieve promotion to the rank of Associate Professor with tenure. The expanded core list defines those accomplishments that are highly desirable but are not necessary to achieve promotion to Associate Professor with tenure. It is expected that candidates for Associate Professor will focus primarily on outcomes on the basic core list. It is not expected that a candidate for Associate Professor will have many of the specific indicators on the expanded list. However, the expanded list identifies sources that can be used for evidence of impact and quality when used in conjunction with those on the top list (i.e., basic core).

Basic Core:

- Quality of publication outlets (e.g., impact data, top journals for that area)
- Research-based papers in recognized peer-reviewed scientific journals that are reflective of a clear program of research
- Evidence that publications were obtained consistently throughout the years leading up to promotion (or that breaks in publications are easily explained by the nature of the research)
- Evidence that candidate is the intellectual leader of a major part of the research (e.g., order of authorship, coauthoring with graduate students)
- Presentation at professional meetings
- Demonstration of contributions as an intellectual leader in the writing of competitive external contract or grant proposals to support the candidate's specialty research area. Acceptable funding agencies include, but are not limited to, federal agencies, state agencies, industry, and private foundations.

Service:

The achievement of excellence in “Service” includes evidence of a sustained, ongoing involvement in professional service to one's community. “Community” may be defined in a variety of ways, including and perhaps most importantly, the University Community [Department, College, University-at-large], the State University System, regional, national, or international communities of scholars, the local community, the State, and/or regional, national, or international public communities. Typically, attainment of the rank of Associate Professor of Psychology signifies evidence of productive involvement at a variety of levels of the university community, as well as professionally related involvement at some level of the extra- university community. The establishment of excellence in professional development/service would typically involve evaluation of materials as outlined in the “Service” category of the Department Annual Evaluation Standards and Procedures (AESP).

PROMOTION TO PROFESSOR.

All criteria for the rank of Associate Professor and for tenure must have been met. To seek the rank of Professor, consistent and increasingly significant achievements after reaching the rank of Associate Professor must be evidenced. There is no specific time period specified for the establishment of a pattern of performance consistent with achievement of the rank of Professor. The hallmark suggesting readiness for the submission of a promotion file is a record of sustained excellence and nationally recognized contributions to the field.

The establishment of excellence in Teaching, Research, and Service is again typically documented and evaluated in the Department Annual Evaluation Standards and Procedures (AESPs). It is expected that successful candidates for promotion to the rank of Professor will demonstrate substantial accomplishments on both the basic core (see under Promotion to Associate) and expanded core (see below). It also is expected that there will be a history of external research funding. In instances where the candidate has not been successful in achieving external funding, it is incumbent upon the applicant to demonstrate why such attempts have been unsuccessful. Additionally, promotion to the rank of Professor typically requires that the faculty member not only has demonstrated a sustained pattern of excellence across the primary teaching, research, and service areas, but has specifically demonstrated leadership both within the Department and university community as well as by being recognized by professional peers as a nationally recognized leader/contributor to one's field.

Expanded Core:

- Invited contributions as author or co-author to prestigious journals, books, or other scholarly works
- Evidence of other researchers basing their research on your work (e.g., a theory, intervention, or protocol you developed)
- Having a conference organized around your research program
- Visitors (faculty and/or graduate students) from other universities coming to work with your research program for significant periods (e.g., more than two weeks)
- International visibility (Invited addresses, publishing with international colleagues, joint grants, other universities using your work, etc.)
- Serving as a Discussant on symposia at national and international conferences.
- Editorships
- Editorial Boards, including ad hoc reviewing
- Invited addresses at other universities, national, and/or international meetings
- Membership on federal grant panels
- Honorific awards for research achievements
- Recognition from professional organizations
- Citation data. Number of citations and citations compared to others (e.g., percentile) in major, prestigious publications covering a broad area such as the Social or I/O Handbook, high level scholarly books commissioned by national organizations, e.g., APA.