

**Promotion and Tenure Review Criteria
Department of Psychology**

**Revised
May 4, 2020**

1. Philosophy and Principles

The Department of Psychology is committed to furthering our understanding of the mind and behavior by the methods of science and to the development of applications of the science of psychology to better the human condition. Our faculty, through their research and teaching, set out to accomplish this goal.

In developing appropriate criteria for promotion and tenure decisions, we have considered the goals we desire to attain in building our department as well as college and university policies.

1. Our goal is to create a community of scholars whose members are, and are recognized to be, among the leaders in their chosen areas of research. We aspire to have colleagues who make cutting-edge scholarly contributions that transform and shape the areas of scholarship in which they work.
2. We desire a department with a reputation for excellent and stimulating teaching at both the graduate and undergraduate levels.
3. Our department should offer a stimulating environment for faculty and students and the physical and psychological environment necessary for professional growth.
4. Our department should help to serve professional, university, and community needs that those in Psychology are uniquely trained to meet.
5. The Psychology Department recognizes the principles of equity of assignment, resources, and opportunities of faculty across a multi-campus university. A major emphasis will be that the assignment and research infrastructure available to regional faculty prior to consolidation needs to be taken into account in upcoming tenure and promotion decisions.

The recommendation of tenure is based on candidates making a significant contribution to their field of study and, in the judgment of the faculty, having the potential to become leading scholars in their field of study. It is a prediction of future performance rather than a reward for past achievement. Tenure will be recommended by the Department if, and only if, in the judgment of the Department, the candidate will continue to be one of the leading scholars in Psychology. In addition, this recommendation will be made if candidates are first-rate teachers and good citizens of the department.

Any individual hired as an Assistant Professor in this Department may be recommended for tenure regardless of tenure decisions made with respect to other Assistant Professors. Candidates are evaluated entirely on their own merit, and tenure is recommended whenever

we are confident that we can predict that an individual's career in future decades will be consistent with our goals.

In addition to these criteria, candidates should meet criteria set forth in the University T&P Guidelines, the College of Arts and Sciences T&P Procedures, the Research Expectations in the School of Social Sciences, and the Collective Bargaining Agreement.

2. General Procedures

a. Regional Campuses: Faculty at USFSP and USFSM with three years of tenure-earning credit on July 1, 2019 (generally those hired in Fall 2016 or earlier) will be considered for tenure under their old regional campus guidelines unless they elect to use the new consolidated guidelines in writing 30 days prior to the beginning of tenure consideration. This is required in Article 15.4.B of the USF UFF Collective Bargaining Agreement. If a candidate chooses to use the older regional guidelines, their new consolidated academic unit's T&P committee and administration will still be responsible to carry out the process.

Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses prior to a College Dean completing and forwarding a recommendation to the Provost.

b. Timing: Faculty can apply for tenure and promotion within a time line determined by campus policies. Associate Professors may apply after serving at least five years at the rank of Associate Professor. Application for promotion to the rank of Full Professor is often made following the advice of the Chair, who may call for an internal review of the case. However, campus rules allow an Associate Professor to apply for promotion regardless of the Chair's advice.

c. Mid-Tenure Review: Assistant Professors can apply for a mid-tenure review within a time line determined by campus policies. The general procedures are essentially the same as the tenure and promotion review, but without the external letters.

d. Tenure and Promotion Committee: (For the procedures of member appointments, see the Departmental Committee Membership in Appendix I of the Department of Psychology By-laws)

The first phase of the process of reviewing a faculty member for potential promotion involves soliciting information about the candidate's scholarship, teaching, and service and about the impact and recognition of that candidate's contributions in the three areas. The first source here is the candidate's own report (the Tenure and Promotion application).

The candidate, with the aid of the Coordinator of Academic Services, must prepare the application folder as required by University procedures. It is important for the candidate to devote special attention to the narrative sections that outline the nature of the candidate's scholarly contribution and the contributions made to our instructional program.

Concurrent with the appointment of the T & P Committee, the Chair will solicit letters from external referees. The candidate will, in consultation with the Chair and other faculty, provide a list of potential referees and document their records. These referees must meet the criteria set by the university, and their names will be forwarded to the College Dean for approval. The faculty recognize that a system for protecting reviewers' privacy requires bargaining between administration and the Faculty Union. Should this protection be provided, the faculty of the Department of Psychology endorse this policy: To protect reviewers' privacy while at the same time ensuring candidates' access to the substance of judgments of their work by third parties, names and other identifying information will be held confidential; candidates will have access only to the narrative content of their review letters.

All members of the T & P Committee are expected to review thoroughly the candidate's application materials as well as the external letters and other supporting information.

The committee will review the candidate's record of published work, of teaching competence, of service contributions, and of impact and recognition, and will consider whether the candidate meets the departmental standards for promotion and tenure as recorded in the Department's Policies and Procedures manual. The committee will do the following:

1. Each member will independently review each candidate's materials.
2. The committee will meet one or more times as required to review each candidate.
3. The committee as a group will decide whether a candidate has met/has not met the department's tenure expectations for excellence in teaching, and research, and for substantive contributions in service.
4. Using a secret ballot, the committee will vote on the promotion/tenure of each candidate.
5. The committee will produce a narrative report explaining the basis for the vote.

c. Faculty: Tenured faculty at or above the rank of Associate Professor will review each candidate's applications for Tenure and Promotion, the external letters, and the T & P Committee's report and recommendation. A meeting will be held at which those tenured faculty members have the opportunity to discuss the application materials. The secret votes of the faculty regarding tenure will be taken at a meeting or by mail ballot and will become part of the materials forwarded to the College. The procedures for voting on tenure and on promotion to the rank of associate are specified in the department's Governance Document.

d. Chair: The department Chair will review the candidate's application, the external letters, and the T & P Committee's report in making a recommendation regarding promotion and tenure. Although this evaluation is done independently of the T & P Committee, the Chair may, at his or her discretion, consult the Executive Committee or the tenured faculty about each candidate's suitability for promotion/tenure.

3. Criterion Areas

When a faculty member is considered for tenure and promotion in this department, we review his or her contributions in three major areas:

1. Scholarship,
2. Teaching, and
3. Service.

A favorable recommendation requires strong evidence of contributions, impact, and recognition in each of these areas. Excellent performance on one of the three dimensions does not compensate for weakness in the other dimensions.

a. Excellence in Scholarship:

Principle: A candidate for tenure and promotion is expected to make a unique and substantial contribution in the area of specialization that is independent of previous mentors, with the expectation that he or she will become a leading scholar in the field in future years. A candidate for Full Professor is expected to make unique, significant, and continuing scholarly contributions in the area of specialization.

Scholarly Contributions: A candidate for tenure and promotion is expected to have established a high quality research program that is scientifically sound, creative, and impactful in the field. Peer-reviewed publications in top tier journals are essential. Other examples of research products include, but are not limited to: authored books, edited books, chapters, abstracts, proceedings, conference papers/posters (international / national / regional only), talks at other universities or external organizations, dictionary/encyclopedia entries, book reviews, and non-refereed journal articles. As evidence of the impact of the work on the field, a candidate can submit a variety of materials, such as scholarly awards and honors, citations in major reviews and books, published work by other investigators that explicitly traces itself to the applicant's publications and ideas, and appointments to study panels, task forces, or major editorial positions.

Quantity: Although relevant to the evaluation of a record, quantity alone is not a sufficient indicator of the impact and quality of a research program. Quantity must be interpreted in conjunction with the quality of the publications, the candidate's role for the work, as well as the nature and scope of the work. Principal authorship (e.g., the first, communicating, or last author) is viewed highly. Taken into account are the relative difficulty and duration of time involved in the research in each particular area. For example, longitudinal research takes longer to conduct than cross-sectional research. In some fields, 2 or 3 articles in top-tier refereed journals in an average year may be considered a significant contribution. Clearly, quantity can vary greatly among fields.

External Funding: If a significant amount of funding is necessary to maintain the candidate's research, s/he is expected to secure extramural funding for tenure and promotion. Considering that the success rate of such funding is low, a candidate for tenure is expected to show clear

evidence of continued effort and strong potential, including, but not limited to, multiple submissions and high ratings of funding applications.

Independence from Mentors: Although the department encourages collaborative research efforts, the candidate is expected to be an independent and well-recognized researcher in his/her field who has established a program of research at USF. Thus, the candidate should present a variety of evidence, including, but not limited to, scholarly contributions which are authored without graduate or post-doc advisors and mentors of the candidate. Evidence should also be provided based on empirical data collected after s/he joins USF. Publication with the candidate's own graduate and undergraduate students would be considered independent as long as the candidate's mentors are not also coauthors.

b. Excellence in Teaching

Principle: A candidate for tenure and promotion is expected to demonstrate excellence in teaching. We consider the documented quality and impact of teaching, both graduate and undergraduate, both in and outside of the classroom.

Classroom Teaching: The quality of classroom teaching will be evaluated using a variety of materials, including, but not limited to, syllabi, tests, lecture notes, student ratings, student letters, and classroom observations.

Student Supervision: The quality of student supervision as an advisor or committee member will be evaluated by using evidence of student progress toward program goals and degree attainment, such as research activities, Honors theses, Masters theses, comprehensive exams, and Ph.D. dissertations. Evidence of student achievements will also be considered, such as publications, conference presentations, awards, acceptance into graduate programs, and graduate students and post docs gaining employment in the field.

Other Teaching Related Activities: Other evidence of commitment to quality teaching will also be considered, such as attending teaching workshops and presentations, teaching-related publications, applying for instructional grants, and contributions to the educational programs of the department (e.g., developing new courses or revising course materials).

c. Service

Principle: Service includes positive contributions to the department and programs within it, to the college and the university, to the profession, and to the community. A candidate for tenure and promotion is expected to serve constructively on departmental committees during the tenure-earning years. A candidate for full professor is expected to participate in service for the department, as well as the college, university, and profession.

Service Activities: In evaluating service, we consider, for example, participation in department, college, and university committees; editorial work (editorships; editorial boards; reviewing for journals, granting agencies and publishers); offices in professional societies; promotion/tenure

reviews for other institutions; and unpaid activities related to psychology in the community, such as consulting with community agencies, media interviews, and public lectures relevant to the discipline. Evidence of service impact must address involvement in important policy decisions, administrative responsibility, and effective outcomes.

This document may be amended by a two-thirds majority vote of the voting members of the Faculty at any regular meeting of the department. After amendment, it must be approved by the Offices of the Dean and Provost.

Approved by faculty vote on March 27, 2020.

Approved by Dean's Office on February 28, 2020 pending final faculty vote.

Approved by Provost on May 5, 2020.