

Promotion and Tenure Review Criteria

Adopted 2/23/07

Philosophy and Principles

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 expect our colleagues to 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 staff and faculty and the physical and psychological environment necessary for professional growth.
4. Our department should help to serve professional, university, and community needs that psychologists are uniquely trained to meet.

The granting of tenure 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, a first-rate teacher, and a good citizen of the Department.

Any individual hired as an Assistant Professor in this Department may receive tenure regardless of tenure decisions made with respect to other Assistant Professors. Candidates are evaluated entirely on their own personal merit, and tenure is awarded whenever we are confident that we can predict that an individual's career in future decades will be consistent with our goals.

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:

- a. Scholarship in the candidate's areas of specialization,
- b. Teaching,
- c. Service.

A favorable decision requires strong evidence of contributions, impact, and recognition in each of these areas. However, Scholarship is weighted most heavily. It is important to emphasize that outstanding performance on one of the three dimensions does not compensate for weakness in the other dimensions.

Scholarship

For a person to be promoted from Assistant Professor to Associate Professor in this department, it is expected that the published work will provide evidence that he or she is already becoming a leading scholar in the area of specialization, with the expectation that he or she will indeed become a leading

scholar in the field in future years. To be promoted from Associate Professor to Full Professor in this department, it is expected that a faculty member is already a leading scholar in the area of specialization.

The faculty member's published work represents the first order of evidence about scholarly contributions. Excellence in research is manifested by the quality and coherence of the research program, its scientific soundness, its creativity, and the impact of the work on the field. Quantity must be interpreted in the context of the nature and scope of the work. For example, longitudinal research takes longer to conduct than cross-sectional research.

We consider a number of sources of information regarding the quality and impact of the candidate's scholarly work. Chief among these are letters from external scholars regarding the applicant's impact and recognition in the field. Other sources include evidence of research grants awarded, conference presentations at prestigious meetings, invited presentations, appointments to study panels and task forces, election to offices in professional societies, others' reviews of the candidate's work, 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 service in major editorial and national positions. Evidence might also include citation counts.

Teaching

The second area of contribution which is to be assessed is teaching. We will assess the documented quality and impact of teaching, both graduate and undergraduate, both in and outside of the classroom. In evaluating a candidate's teaching, we consider evidence regarding the quality of classroom teaching (including syllabi, student ratings, and other evidence such as classroom observations), the degree to which students are attracted to work with the candidate, thesis (both graduate and undergraduate) and dissertation direction and committee activity, contributions to the educational programs of the department (e.g., new or revised courses or course materials), efforts to improve teaching, teaching supervision, teaching-related publications, teaching workshops given, and instructional grants. We are also concerned with the extent to which the applicant has demonstrated a sustained commitment to teaching and fulfills teaching obligations cooperatively and collegially.

Indices of teaching impact include, for example, undergraduate students accepted in graduate programs, graduate students and post docs gaining employment in the field, awards and honors, publications with current or former students and post docs where research was conducted while student/post doc was at USF, and other successes of current or former students. Any evidence of student learning and life change is acceptable.

Service

Service includes positive contributions to the department and programs within it, to the college and the campus, to the profession, and to the community. We expect routine participation in service that is necessary for the smooth operation of the department and, for Associate Professors, to the college, university, and profession.

In evaluating service, we consider, for example, participation in department, college, and university committees; editorships of various sorts, reviewing for publications and granting agencies, office in professional organizations, tenure review for other institutions; and 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 particularly effective outcomes.