

Department of Psychology Promotion and Tenure Guidelines

Approved: 5-6-15

The purpose of these guidelines is to provide faculty with a statement of the Department of Psychology's expectations for promotion and tenure. These guidelines provide discipline-specific criteria for promotion and tenure and supplement the general criteria outlined in the University's *Guidelines for Appointment, Promotion, and Tenure*. Faculty should become familiar with and understand the University's *Guidelines*. The University guidelines provide detailed information on University rules for the promotion and tenure process and timing.

ASSISTANT PROFESSORS

Process

At the time of appointment, new faculty members will be given a copy of both the unit and the university guidelines for promotion and tenure. They will sign a letter acknowledging receipt and understanding of these guidelines.

New faculty members will be appointed one or two faculty mentors from among the tenured faculty who will advise on matters of teaching, research, service, departmental issues in general, and promotion and tenure. These appointments will be made by their Program Chair.

In the written annual faculty performance evaluation, the department head will provide advice to faculty below the rank of professor on their progress towards promotion, with specific suggestions as to what the faculty member must do in the areas of teaching, research and service for promotion to the next rank and for tenure, if appropriate.

The tenured members of the department review assistant professors late in the spring term of their third probationary year. The CV provided for the third-year review must be in the promotion dossier format as described in the Administrative Guidelines on the Provost's web site. An Ad Hoc personnel advisory committee (PAC) is appointed by the Head to review the progress of the candidate toward promotion and tenure. The committee conducting the third-year review will provide a copy of the review report to the department head and the candidate. The candidate will have an opportunity to provide a written response to the review, and this response will be made available at the faculty meeting at which the votes on the report and renewal of the candidate are taken.

The entire tenured faculty will convene and discuss the report, and vote on the candidate's progress. The PAC will draft a report summarizing the faculty's discussion and vote. That letter will be included in the promotion and tenure dossier at the time of review, along with any response from the candidate.

The third-year review is separate and distinct from the renewal vote. The third-year review report provides feedback and advice to faculty on their progress towards promotion and tenure, while the renewal vote is quite a different matter. Specifically, the faculty will discuss and vote "Yes" or "No" on the following questions:

1. "[Candidate's name] has made sufficient progress towards promotion and/or tenure to Associate Professor."
2. "[Candidate's name] should be renewed for the fourth year."

In probationary year four the tenured members of the faculty will again review and vote on the progress of the candidate toward promotion and tenure. The PAC report and the vote will be late in the spring semester. Typically during the candidate's fifth probationary year, the tenured members of the faculty vote [the preliminary consideration] on whether to consider the candidate for promotion and tenure.

Following procedures specified in the *Guidelines*, the Head will solicit external review letters and a promotion dossier will be constructed during the summer term, unless the candidate requests in writing otherwise. At least two of the four external evaluators will be from a list supplied by the candidate. The Department Head will solicit from the candidate's program chair the names of other external evaluators.

Early in the fall term of the candidate's (typically) sixth year the tenured faculty will review the candidate's dossier of research accomplishments, teaching effectiveness, external letters and other relevant factors. After the faculty discusses the candidate and votes, the Head of the department will make an independent assessment. According to the *Guidelines'* Principle of Flow, the dossier, the faculty vote, external reviews, and the Head's recommendation are forwarded to the Franklin College Social Science Review Committee.

See the UGA *Guidelines* for an explanation of the appeals process.

Criteria for Promotion to Associate Professor and Tenure

To be promoted to Associate Professor and tenured the candidate must provide clear and convincing evidence of *emerging national stature* in the field. Each candidate's record is considered holistically with emphasis on the following criteria:

A. Research Productivity. The candidate is expected to publish both a high quality and quantity of publications. A minimum standard is 20 career peer reviewed journal articles, with at least 5 of those being in the highest quality outlets (e.g., top-tier journals rated by impact factor, official society journals; note: this usually means a two year impact from 2-7 depending on specific subdiscipline). All scholarly publications that are counted towards promotion should be published and available to the broader scientific community in outlets that are indexed by Galileo, Google Scholar, etc. We do not consider annual publication rate as a performance metric, but we do expect evidence of regular research productivity since their arrival at UGA. Furthermore, the candidate is expected to show intellectual leadership by publishing papers in the lead, corresponding, and last author position, or with students as first authors. The Department acknowledges that there might be special circumstances where this minimum requirement will not be met. For example, a candidate might have a smaller number of extremely high quality papers. This case can be made on an ad hoc basis by the candidate's program and/or PAC. The Department also acknowledges that this minimum is not sufficient for tenure by itself. Outside of peer reviewed articles, academic chapters and books can also be used as measures of research productivity, but should be in addition to peer reviewed publications.

B. Research Quality. Research quality can be determined in several ways: (a) the quality of the outlet (e.g., top-tier journals rated by impact factor, official society journals), (b) the citation count of the individual research, (c) alternative metrics (i.e., altmetrics) that assess the visibility of the research including article downloads, social network mentions, news stories, etc. There is no single "best measure" of quality scholarship; each of these can be important for different areas and research topics. The Department also acknowledges the growth of open access publishing models

as an important outlet for scholarly work. This transition may make certain metrics (e.g., article level citations, altmetrics) more important.

C. Research Grants. Research grants are an important marker of stature. All candidates are expected to have attempted to gain external funding, ideally multiple times. However, being awarded a research grant (external or internal) is neither necessary nor sufficient for promotion and tenure. External funding is construed broadly to include grants and contracts, both public and private, and position on the project is not limited to PI.

D. Service to the Field. Service to the field is often a marker of stature. Examples of service include journal editorships or appointments to journal editorial boards; appointments in learned societies; conference organization, serving as a reviewer for journal articles, conference submissions or grants and/or serving on grant review panels.

E. Papers at Professional Meetings and Workshops. Presenting papers (verbally or as posters) at professional meetings is an excellent way to give work visibility and create professional networks. It is expected that faculty will attend professional meetings and present their work to national and international conferences regularly *if funds are available*. Nonetheless, having a long list of papers presented is neither equivalent to having papers actually published in peer-reviewed journals, nor as highly valued. In short, presentations at professional meetings, while expected as a normal byproduct of increasing national stature, are seen as less substantial contributions than publications. Workshops have a similar standing to papers presented at conferences.

F. Awards and Honors. Any kind of University or professional award for outstanding teaching or creative research is significant. Such awards and honors are enhancements – they may improve a candidate's case for promotion, in conjunction with the other criteria listed here.

G. Teaching. The department expects all faculty members to excel at formal, classroom instruction as well as more informal instruction, such as working with graduate and undergraduate students on projects, student advising, and student mentoring, including mentoring graduate students. Teaching excellence is valued highly, and can serve as evidence of emerging professional stature in conjunction with the research expectations listed elsewhere in these guidelines. As is recognized in the guidelines, effective teaching may vary between instructors and may be documented in several formats. Documentation of teaching effectiveness in the discipline of psychology may include, but is not limited to: (a) student or peer evaluations, (b) development of new courses, (c) awards for instruction, or (d) publications or grants related to teaching. Note: Candidates whose record reflects difficulty in teaching must demonstrate that problems have been addressed and improvement has occurred by the time of Promotion.

H. Contributions in Service to the University. Although Psychology faculty members are not budgeted for service, minimal service contributions are expected for promotion to Associate Professor and tenure. All faculty members are expected to serve willingly on departmental, college, and/or university committees, as well as on research practicum and dissertation committees. Participation as an officer or committee member of professional societies, serving as a reviewer for journal articles, conference submissions or grants, and/or serving on grant review panels all constitute evidence of service that is expected of all faculty at public research universities as well. In general, however, expectations of these types of service prior to tenure and promotion are minimal.

I. External letters. External letters from leaders in the candidate's field will be obtained. These should make the case for the emerging national stature of the candidate.

ASSOCIATE PROFESSORS

Criteria for Promotion to Professor

To be promoted to Professor the candidate must provide clear and convincing evidence of *international stature* in the field and a likelihood of maintaining this stature. Each candidate's record is considered holistically with emphasis on the following criteria:

A. Research Productivity. The candidate is expected to publish both a high quality and quantity of publications. A minimum standard is 40 career peer reviewed journal articles, with at least 10 of those being in the highest quality outlets (e.g., top-tier journals rated by impact factor, official society journals; note: this usually means a two year impact from 2-7 depending on specific subdiscipline). All scholarly publications that are counted towards promotion should be published and available to the broader scientific community in outlets that are indexed by Galileo, Google Scholar, etc. We do not consider annual publication rate as a performance metric, but we do expect evidence of regular research productivity since promotion to Associate Professor. Furthermore, the candidate is expected to show intellectual leadership by publishing papers in the lead, corresponding, and last author position, or with students as first authors. The Department acknowledges that there might be special circumstances where this minimum requirement will not be met. For example, a candidate might have a smaller number of extremely high quality papers. This case can be made on an ad hoc basis by the candidate's program and/or PAC. The Department also acknowledges that this minimum is not sufficient for promotion by itself. Outside of peer reviewed articles, academic chapters and books can also be used as measures of research productivity, but should be in addition to peer reviewed publications.

B. Research Quality. Research quality can be determined in several ways: (a) the quality of the outlet (e.g., top-tier journals rated by impact factor, official society journals), (b) the citation count of the individual research, (c) alternative metrics (i.e., altmetrics) that assess the visibility of the research including article downloads, social network mentions, news stories, etc. There is no single "best measure" of quality scholarship; each of these can be important for different areas and research topics. The Department also acknowledges the growth of open access publishing models as an important outlet for scholarly work. This transition may make certain metrics (e.g., article level citations, altmetrics) more important.

C. Research Grants. All candidates are expected to have attempted to gain external funding, ideally multiple times. External funding is construed broadly to include grants and contracts, both public and private, and position on the project is not limited to PI. Obtaining external funding, as well as being asked to collaborate or consult on funding proposals with colleagues at other institutions, can all constitute evidence of professional reputation and stature in the field.

D. Papers at Professional Meetings and Workshops. Presenting invited or keynote talks and leading academic symposia can be used as evidence of international stature. Candidates who are seeking promotion to Professor are expected to be regularly presenting their work, and that of their students, at professional meetings *if funding is available*.

E. Service to the Field. Service to the field is often a marker of stature. Examples of service include journal editorships or appointments to journal editorial boards; appointments in learned

societies; conference organization, serving as a reviewer for journal articles, conference submissions or grants and/or serving on grant review panels.

F. Awards and Honors. Any kind of University or professional award for outstanding teaching or creative research is significant. Such awards and honors are enhancements, and can be presented as evidence of professional stature and contribution.

G. Teaching. The department expects all faculty members to excel at formal, classroom instruction as well as more informal instruction, such as working with graduate and undergraduate students on projects, student advising, and student mentoring, including mentoring graduate students. Tenure track faculty members are expected to achieve and maintain graduate faculty status as well. Teaching excellence is valued highly, and exemplary leadership in teaching can be recognized as a marker of professional status and contribution, in conjunction with the other criteria outlined above. As is recognized in the guidelines, effective teaching may vary between instructors and may be documented in several formats. Documentation of teaching effectiveness in the discipline of psychology may include, but is not limited to: (a) student or peer evaluations, (b) development of new courses, (c) awards for instruction, or (d) publications or grants related to teaching. Note: Candidates whose record reflects difficulty in teaching must demonstrate that problems have been addressed and improvement has occurred by the time of promotion.

H. Contributions in Service to the University. Although Psychology faculty members are not budgeted for service, service contributions are expected for promotion to Full Professor. All faculty members are expected to serve willingly on departmental, college, and/or university committees, as well as on research practicum and dissertation committees; this burden should fall more heavily on tenured than untenured faculty members. Exemplary contributions in service to the University and/or to the profession can be noted as evidence of significant professional contribution, in conjunction with the other expectations for promotion outlined elsewhere in these guidelines.

I. External letters. External letters from leaders in the candidate's field will be obtained. These should make the case for the international stature of the candidate.

Revisions to Promotion and Tenure Guidelines: This document and discipline-specific criteria must be accepted by the faculty within the Department of English, and must be reviewed and approved by the dean of the College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, dean and the Provost. All revisions and approval dates must be listed in the PTU document.

Approved by the University, June 8, 2015