Department of Psychology
Promotion and Tenure Guidelines

Revised and Approved on December 6, 2016

General requirements for appointment or promotion to the ranks of associate professor and professor are outlined in the Auburn University Faculty Handbook. A candidate for promotion should have acceptable achievements in the areas of research, teaching, and outreach (if part of the job expectations for the faculty member). In addition, all faculty have an obligation for services at the department, college, and university levels.

The Department of Psychology weighs research heavily. The successful candidate is expected to demonstrate performance which meets the expectations of the field for research universities for this criterion, and to meet all departmental expectations for teaching, over a sustained period of achievement. The criteria for outreach will also be considered for those faculty members who have outreach outlined in their original employment contract or who have negotiated this as part of their workload during the annual evaluation period with the Department Chair/Head. Outreach will be considered as a separate dimension for faculty who have it as part of their workload. The successful candidate will have met all departmental expectations for outreach over the time period in which outreach has been performed.

In addition, achievement in these areas comparable to that of successful candidates in the discipline in the past five years will be considered. Finally, he or she is expected to have contributed service to the Department of Psychology, College of Liberal Arts, and/or the University.

The timing of the applications for promotion and for tenure is set by the university. Faculty members should consult the Faculty Handbook for requirements of time in service. Probationary faculty who do not have prior service at another institution of higher education generally come up for promotion and tenure in their fifth year at Auburn. Although this is not a requirement and faculty may seek tenure and promotion at any time before their sixth year if they have met departmental promotion and tenure standards, they must come up for tenure and promotion by their sixth year of appointment (except in the case of documented FMLA leave or leave without pay, as described in the Faculty Handbook).

As further clarification of its standards for promotion and tenure, the Department of Psychology adopts the guidelines below.

Decisions on promotion to associate professor, on promotion to professor, and on tenure depend on the candidate’s sustained work of high quality in the areas of teaching, research, and service. (If outreach is assigned as a percentage of the candidate’s effort, then it too should show evidence of high quality, and should be presented as outlined in the Faculty Handbook.) Faculty members are responsible for maintaining their own records and files of evidence, except when the responsibility is specifically assigned to the Department Chair/Head.
Promotion to Associate Professor

Research

Research components are the most important criteria for most faculty members in psychology. The candidate should work in a collaborative and cooperative manner with other faculty in the area of research to advance the mission of the department, college, and university. Research involves both a quantity and quality component. Given the diversity of areas within psychology, and the different pathways of research leading to achievement in those areas, these two components must be balanced. Both quantity and quality together will be used to assess the emerging national reputation of the candidate for associate professor.

Quantity

Quantity relates to the volume of publication. This is one necessary component of the evaluation of the research of a faculty member in psychology. The range of publications of faculty members per year in the Department of Psychology at Auburn University for a career age of 1-5 years has generally been higher than 1.5-2 peer-reviewed publications. It is expected that candidates for promotion to associate professor in the Department of Psychology will meet or exceed a comparable rate of publication in the years preceding their application for promotion. Although an important measure, meeting the quantity criterion is not sufficient for promotion. There must also be a clear record of data collected at Auburn University. Successful extramural discovery grant awards (e.g., DOD, NIH, NSF) as PI (or CO-PI) will count as a peer-reviewed article for each year of funding.

Quality

A candidate for associate professor in the Department of Psychology is expected to show strong evidence of work in national contexts and venues, thus demonstrating that he or she is building toward a national reputation within his or her field, and is likewise expected to demonstrate the potential for continued growth as a scholar in national and international contexts.

The primary evidence of emerging national reputation exists in the quality and substance of the candidate’s published work, as detailed below, and as evaluated by members of the psychology faculty eligible to vote on the candidacy.

- External grants and fellowships
- Reputation of journals publishing the candidate’s work
- Reputation of presses publishing the candidate’s work
- Evidence of the influence and citation of the candidate’s work
- Prizes, honors, and awards for published work

Secondary evidence of potential national reputation must include at least three
confidential outside reviews assessing the candidate’s work. (See below.) Additionally, secondary evidence of the candidate’s emerging national reputation may include any of the following:

- Internal grants
- Invited work by the candidate, when based on the candidate’s stature, accomplishments, or continuing work in the field
- Invited lectures at other universities and conferences
- Response of nationally-known scholars to the candidate’s requests (e.g., for contributions to an edited volume, for conference papers or lectures)
- Editorial or advisory board positions on journals or other publications
- Translation or reprinting of the candidate’s published work
- Presentations at regional and international conferences
- Candidate’s work as an external reviewer or judge (of manuscripts, of contests, of grant proposals, of tenure and promotion cases at other institutions, etc.)
- Candidate’s leadership (in the specific field or in the profession) as signaled by positions of responsibility
- Prizes, honors, and awards from national and international groups (e.g., associations, societies)
- Through avenues other than those listed above that are noted in the Annual Review Criteria for Research in the Department of Psychology

**Balancing Quality and Quantity**

The quantity and quality of these publications will both be evaluated and used in the promotion decision for a candidate.

The candidate for promotion to the rank of associate professor in the Department of Psychology’s research should present strong evidence of work in national contexts and venues, thus demonstrating that the candidate is building toward a national reputation within his or her field, and demonstrating the potential for continued growth as a scholar in national and international contexts.

Evidence from the list above may contribute to an emerging national reputation, but it is understood that candidates for associate professor will have had limited opportunities to distinguish themselves on the national and international levels. The letters from outside reviewers may provide stronger indications of the candidate’s current and potential impact within the field. The primary evidence of an emerging national profile, however, should be found in the substance and quality of the candidate’s published work as evaluated by members of the psychology faculty eligible to vote on the candidacy.
The diversity of pathways to achievement in psychology makes it hard to generalize, but all areas in psychology are in agreement on the importance of several key issues with regard to candidates’ research:

- **Grantsmanship:** Successfully funded grants are valued. Extramural discovery grants are valued more than internal grants.
- **Peer-reviewed publication:** Published work not subject to peer review is valued, but never as highly as peer-reviewed work.
- **Publications of substance:** Book-length projects and scholarly are valued more highly than small projects (conference proceedings, brief essays, etc.).
- **Significant individual or lead authorship:** Evidence of independent or lead authorship is important (as defined by percent contribution).
- **Coherent programs of research:** Each candidate should articulate a program of continued effort and potential impact within his or her area of specialization, and the voting faculty should be able to discern evidence of progress and pattern in the candidate’s publications. (The voting faculty are aware that these patterns of publication may still be emerging in the work of candidates for promotion to associate professor.)
- **Interdisciplinary Work:** The Department recognizes the special promise as well the special cost of interdisciplinary work, and values research programs that engage in such work. Cross-disciplinary publication, when appropriately explained in the candidate’s research, is valued at the same level as publication within the candidate’s area.

The pathways are diverse, and thus different areas in psychology have different preferences, and their candidates exhibit different profiles. It is the responsibility of the Department Chair/Head to fully explain these profiles in his or her letter about the candidate for promotion in consultation with the associate professors and professors in the Department of Psychology.

In addition to providing copies of relevant publications for review, the candidate will prepare a **Description of Scholarly Program** of research that outlines the candidate’s prior research and plans beyond promotion. The voting faculty will consider all of the candidate’s publications, including those published prior to initial appointment at Auburn University, as well as in press articles. In examining the available evidence, the voting faculty members evaluate the candidate’s work as a scholar, considering issues of quality, substance, and integrity, as well as issues of reputation, venue, and potential for continuing impact in the field.

**Outside Reviews**

Credentials of candidates for associate professor must be supplemented by three outside reviews. Outside reviewers will be selected in accordance with the Provost’s guidelines found at: [http://www.cea.auburn.edu/faculty/faculty-resources/promotion-and-tenure/](http://www.cea.auburn.edu/faculty/faculty-resources/promotion-and-tenure/).
Teaching

Teaching is a major activity of the Department of Psychology, and constitutes a major percentage of faculty effort in almost all cases. The candidate should work in a collaborative and cooperative manner with other faculty in the area of teaching to advance the mission of the department, college, and university. For this reason, candidates for promotion to associate professor must demonstrate a high level of performance as teachers. (Sustained quality of teaching is also addressed through annual reviews and the third year review.)

Evidence of teaching effectiveness must include the items listed below. The candidate should maintain appropriate documentation of teaching activities. The Department Chair/Head is responsible for working with the candidate to arrange appropriate peer evaluations of teaching, as well as for providing the peer evaluations and teaching effectiveness surveys to the voting faculty.

- Statement of teaching philosophy and self-evaluation in terms of his or her stated values
- Three peer evaluations assessing the candidate’s (typically in each of the three preceding years):
  - Knowledge of subject matter
  - Course materials
  - Conduct of class session(s)
- Syllabi, handouts, and examinations from three different courses, taught in the preceding three years, may be provided to demonstrate the range of the candidate’s teaching for the internal, departmental evaluation of the candidate.
- Grade distributions from each course used to demonstrate teaching effectiveness in the Promotion and Tenure dossier should be submitted.
- Teaching effectiveness surveys including students’ written comments (from the same courses, if possible)

Evidence of teaching effectiveness may be demonstrated by the candidate’s contributions (or by the additional items listed in the Annual Review Criteria for Teaching in the Department of Psychology).

- In work with master’s and doctoral students, whether as major professor, committee member, outside reader, or examiner
- In developing new courses and curricula
- In significant new preparations or redevelopments of courses taught
- In work as a mentor or lead teacher, as a research supervisor, or as director of undergraduate research projects
- In the scholarship of teaching, whether through textbooks, articles, or the publication of high quality teaching materials (which will be assessed on the criteria outlined for research)
• In earning grants, honors, and awards related to teaching (these contributions will be assessed on the criteria outlined for research)
• Through participation in teaching/learning conferences and symposia
• Through avenues other than those listed above that are noted in the Annual Review Criteria for Teaching in the Department of Psychology

In examining the available evidence, the voting faculty evaluate the candidate’s overall effectiveness as a teacher, considering issues of quality, rigor, and integrity, along with issues of innovation, continuing development, and student engagement.

Outreach

Outreach is the application of academic expertise for the direct benefit of external audiences. Consult the Faculty Handbook for specific guidelines of what constitutes outreach for promotion and tenure consideration.

It is important that the faculty member and the Department Chair/Head agree that the planned activity is outreach, and that the faculty member maintain appropriate records (of outreach activities, scholarship, and impact on external audiences). Faculty are encouraged to confer with the Department Chair/Head before undertaking significant tasks in outreach. Appropriately arranged and documented efforts in outreach will contribute to a candidate’s promotion case as do their equivalents in research: major outreach publications or administration of major programs will be highly valued; brief panels or presentations will have modest value. Those candidates with effort allocated to outreach should work in a collaborative and cooperative manner with other faculty in the area of outreach to advance the mission of the department, college, and university.

Service

Academic and professional service generally occupies the smallest percentage of effort in a faculty member’s workload, but the Department of Psychology expects a candidate for promotion to perform service tasks at a high level of quality. The candidate should work in a collaborative and cooperative manner with other faculty in the area of service to advance the mission of the department, college, and university.

In general, candidates for promotion to Associate Professor are expected to have performed limited service on the department level and very little, if any, service at the college or university level. Modest professional service beyond the university is also reasonable, but candidates at this level should consult with the Department Chair/Head before taking on demanding service roles. Successful performance of service roles, for any level of the University or the profession, is demonstrated over a sustained period by any of the following:

• Service as chair or member of standing committees, or ad hoc committees
• Service as evaluator, reviewer, or judge (e.g., manuscripts, grants, contests, etc.)
- Service on journal editorial boards
- Service on grant panels
- Sponsorship or organization of professional conferences
- Sponsorship or organization of visiting speakers or events
- Grants, honors, or awards for meritorious service
- Scholarship of service, whether through editing books, articles, or the publication of other high quality materials related to service (these contributions will be assessed on the criteria outlined for research.)
- Other contributions to service as noted in the Annual Review Criteria for Service in the Department of Psychology

Appropriate documentation of service activities should be maintained by the candidate. In evaluating candidates, the voting faculty will consider the above aspects of their service, as well as initiative, effectiveness and attitude toward and engagement with the service activity.

**Promotion to Professor**

**Research**

Research components are the most important criteria for most faculty members in psychology. The candidate should work in a collaborative and cooperative manner with other faculty in the area of research to advance the mission of the department, college, and university. Research involves both a quantity and quality component. Given the diversity of areas within psychology, and the different pathways of research leading to achievement in those areas, these two components must be balanced. Both quantity and quality together will be used to assess the existing national and international reputation of the candidate for promotion to professor.

**Quantity**

Quantity relates to the volume of publication. This is one necessary component of the evaluation of the research of a faculty member in psychology. The range of publications of faculty members per year in the Department of Psychology at Auburn University has generally been higher than 1.5-2 peer-reviewed publications. It is expected that candidates for promotion to Professor in the Department of Psychology will meet or exceed a comparable rate of publication in the years preceding their application for promotion. Although an important measure, meeting the quantity criterion is not sufficient for promotion. There must also be a clear record of data collected and published at Auburn University. Successful extramural grant awards (e.g., DOD, NIH, NSF) as PI (or Co-PI) will count as a peer-reviewed article for each year of funding.
Quality

A candidate for professor in the Department of Psychology is expected to show *strong evidence of work in national contexts and venues*, thus demonstrating that he or she has established a national reputation within his or her field, via demonstrated *scholarship in national and international contexts*.

National Reputation

A candidate for professor in the Department of Psychology is expected to demonstrate *a respected national and international reputation within his or her field, along with evidence of continuing growth as a scholar in national and international contexts*. The *primary* evidence of emerging national reputation exists in the quality and substance of the candidate’s published work, as detailed below, and as evaluated by members of the psychology faculty eligible to vote on the candidacy.

- External grants and fellowships
- Reputation of journals publishing the candidate’s work
- Reputation of presses publishing the candidate’s work
- Evidence of the influence and citation of the candidate’s work
- Prizes, honors, and awards for published work

*Secondary* evidence of potential national and international reputation *must* include at least three confidential outside reviews assessing the candidate’s work. (See below.) Additionally, secondary evidence of the candidate’s emerging national reputation *may* include any of the following:

- Invited work by the candidate, when based on the candidate’s stature, accomplishments, or continuing work in the field
- Invited lectures at other universities and conferences
- Response of nationally-known scholars to the candidate’s requests (e.g., for contributions to an edited volume, for conference papers or lectures)
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- Candidate’s leadership (in the specific field or in the profession) as signaled by positions of responsibility
- Prizes, honors, and awards from national and international groups (e.g., associations, societies)
- Through avenues other than those listed above that are noted in the Annual Review Criteria for Research in the Department of Psychology

The candidate for promotion to the rank of professor in the Department of Psychology will demonstrate continued accomplishment in all areas of effort, but the candidate’s research, in particular, should meet the requirement of national and international reputation specified by the Faculty Handbook. That is, a candidate for professor in the Department of Psychology is expected to demonstrate a respected national reputation within his or her field, along with evidence of continuing growth as a scholar in national or international contexts.

Secondary evidence of national and international reputation must include at least three confidential outside reviews assessing the candidate’s work. Other secondary evidence of national reputation (from the list above) is also important in the evaluation of the candidate for promotion to professor. But the primary evidence of the candidate’s national reputation should be found in the substance and quality of the candidate’s published work as evaluated by members of the Department of Psychology faculty eligible to vote on the candidacy.

The diversity of pathways to achievement in psychology makes it hard to generalize, but all areas in psychology are in agreement on the importance of several key issues with regard to candidates’ research and creative work:

- **Grantsmanship:** Successfully funded grants are valued. Extramural grants are valued more than internal grants.
- **Peer-reviewed publication:** Published work not subject to peer review is valued, but never as highly as peer-reviewed work.
- **Publications of substance:** Book-length projects and scholarly are valued more highly than small projects (conference proceedings, brief essays, etc.).
- **Significant individual or lead authorship:** Evidence of independent or lead authorship is important (as defined by percent contribution).
- **Coherent programs of research:** Each candidate should articulate a program of continued effort and potential impact within his or her area of specialization, and the voting faculty should be able to discern evidence of progress and pattern in the candidate’s publications.
- **Interdisciplinary Work:** The Department recognizes the special promise as well as the special cost of interdisciplinary work, and values research programs that engage in such work. Cross-disciplinary publication, when appropriately explained in the candidate’s research, is valued at the same level as publication within the candidate’s area.

The pathways are diverse, and thus different areas in psychology have different preferences, and their candidates exhibit different profiles. It is the responsibility of the Department Chair/Head to fully explain these profiles in his or her letter about the candidate for promotion in consultation with the professors in the Department of Psychology.
In addition to providing copies of relevant publications for review, the candidate will prepare a Description of Scholarly Program of research that outlines the candidate’s prior research and plans beyond promotion. The voting faculty will consider all of the candidate’s publications, including those published prior to initial appointment at Auburn University, as well as in press articles. In examining the available evidence, the voting faculty members evaluate the candidate’s work as a scholar, considering issues of quality, substance, and integrity, as well as issues of reputation, venue, and potential for continuing impact in the field.

**Outside Reviews**

Credentials of candidates for professor must be supplemented by three outside reviews. Outside reviewers will be selected in accordance with the Provost’s guidelines found at: 
http://www.auburn.edu/academic/provost/guidelines.html

**Teaching**

Teaching is a major activity of the Department of Psychology, and constitutes a major percentage of faculty effort in almost all cases. The candidate should work in a collaborative and cooperative manner with other faculty in the area of teaching to advance the mission of the department, college, and university. For this reason, candidates for promotion to Professor must demonstrate a high level of performance as teachers. (Sustained quality of teaching is also addressed through annual reviews.)

Evidence of teaching effectiveness must include the items listed below. The candidate should maintain appropriate documentation of teaching activities. The Department Chair/Head is responsible for working with the candidate to arrange appropriate peer evaluations of teaching, as well as for providing the peer evaluations and teaching effectiveness surveys to the voting faculty.

- Statement of teaching philosophy and self-evaluation in terms of his or her stated values
- Three peer evaluations, conducted over the preceding years, assessing the candidate’s:
  - Knowledge of subject matter
  - Course materials
  - Conduct of class session(s)
- Syllabi, handouts, and examinations from three different courses, taught in the preceding three years, may be provided to demonstrate the range of the candidate’s teaching for the internal, departmental evaluation of the candidate.
- Grade distributions from each course used to demonstrate teaching effectiveness in the Promotion and Tenure dossier should be submitted.
- Teaching effectiveness surveys (from the same courses, if possible)

Additional evidence of teaching effectiveness may be demonstrated by the candidate’s contributions
In work as a program coordinator or administrator, including study abroad

In work with master’s and doctoral students, whether as major professor, committee member, outside reader, or examiner

In developing new courses and curricula

In significant new preparations or redevelopments of courses taught

In work as a mentor or lead teacher, as a research supervisor, or as director of undergraduate research projects

In the scholarship of teaching, whether through textbooks, articles, or the publication of high quality teaching materials (which will be assessed on the criteria outlined for research and creative work below)

In earning grants, honors, and awards related to teaching

Through participation in teaching/learning conferences and symposia

Through avenues other than those listed above that are noted in the Annual Review Criteria for Teaching in the Department of Psychology

In examining the available evidence, the voting faculty evaluate the candidate’s overall effectiveness as a teacher, considering issues of quality, rigor, and integrity, along with issues of innovation, continuing development, and student engagement.

**Outreach**

Outreach is the application of academic expertise for the direct benefit of external audiences. Consult the Faculty Handbook for specific guidelines of what constitutes outreach for promotion and tenure consideration.

It is important that the faculty member and the Department Chair/Head agree that the planned activity is outreach, and that the faculty member maintain appropriate records (of outreach activities, scholarship, and impact on external audiences). Faculty are encouraged to confer with the Department Chair/Head before undertaking significant tasks in outreach. Appropriately arranged and documented efforts in outreach will contribute to a candidate’s promotion case as do their equivalents in research: that is, major outreach publications or administration of major programs will be highly valued; brief panels or presentations will have modest value. Those candidates with effort allocated to outreach should work in a collaborative and cooperative manner with other faculty in the area of outreach to advance the mission of the department, college, and university.

**Service**

Academic and professional service generally occupies the smallest percentage of effort in a faculty member’s workload, but the Department expects a candidate for promotion to
Professor to perform service tasks at a high level of quality. The candidate should work in a collaborative and cooperative manner with other faculty in the area of service to advance the mission of the department, college, and university.

Candidates for professor, unlike candidates for Associate Professor, are expected to have performed well at more significant and more diverse service roles in the Department and at other levels. Service to professional organizations, especially as it builds toward the candidate’s establishment of national reputation, is also appropriate. Successful performance of service roles, for any level of the University or the profession, is demonstrated over a sustained period by any of the following:

- Service as program coordinator, administrator, or responsible officeholder
- Service as chair or member of standing committees, search committees, or ad hoc committees
- Service as evaluator, reviewer, or judge (manuscripts, contests, etc.)
- Service on editorial boards
- Sponsorship or organization of professional conferences
- Sponsorship or organization of visiting speakers or events
- Grants, honors, or awards for meritorious service
- Scholarship of service, whether through books, articles, or the publication of other high quality materials related to service (that will be assessed on the criteria outlined for research.)
- Other contributions to service as noted in the Annual Review Criteria for Service in the Department of Psychology

Appropriate documentation of service activities should be maintained by the candidate. In evaluating candidates, the voting faculty will consider the above aspects of their service as well as leadership, initiative, effectiveness, and attitude toward and engagement with the service activity.

Tenure

The criteria for attainment of tenured status are described in the Faculty Handbook. Candidates for tenure in the Department of Psychology are normally considered at the same time for promotion to the rank of associate professor; however, separate votes are taken for promotion and for tenure, with the vote on promotion taken after the vote on tenure.

Procedure

Faculty members who consider their credentials appropriate for departmental review for tenure and promotion have the privilege of self-nomination. Faculty members should consult the Faculty Handbook for requirements of time in service. Probationary faculty who do not have prior service at another institution of higher education generally come up for promotion and tenure in their fifth year at Auburn. Although this is not a requirement and faculty may seek tenure and promotion at any time before their sixth year if they have met departmental
promotion and tenure standards, they must come up for tenure and promotion by their sixth year of appointment (except in the case of documented FMLA leave or leave without pay, as described in the Faculty Handbook). Potential candidates are encouraged to discuss their readiness for promotion not only with the Department Chair/Head, but with their mentors and with other senior colleagues in the Department.

Upon the candidate’s self-nomination, the Department Chair/Head will follow the guidelines for the tenure and promotion procedure found in the Faculty Handbook.

**Revision of Standards**

The present document will be reviewed every five years after its adoption, upon revision of the Auburn University Faculty Handbook, or as judged necessary. Revision of this document requires a two-thirds vote of the tenured and tenure-track faculty in the Department of Psychology.

**Addendum**

Patents are not relevant in regard to tenure and promotion for the Department of Psychology. There have been no patents in the history of the Department of Psychology at Auburn University.