

Department of Psychological Sciences at Auburn University

Guidelines for Promotion and Tenure Approved April 17, 2020¹

Each case for tenure and for promotion is reviewed at the Department, the College, and the University level. The award of tenure represents a substantial and long-term commitment by the Department, College, and University and represents a prediction of future performance in addition to recognizing past achievements. Candidates for promotion and tenure should demonstrate strong promise of a continuing record of scholarly excellence, strong teaching performance, and active service contributions.² A favorable recommendation requires robust evidence of contributions, impact, and recognition in each of these areas. However, research and scholarship are weighted most heavily. Nonetheless, excellent performance on one of the three dimensions does not compensate for weakness in the other dimensions. Expectations for research, teaching, and service activities are detailed below. In addition to these expectations, the Department also considers a candidate's ability to work effectively with colleagues in the Department, the College, the University, and in the discipline.

Expectations for Promotion to Associate Professor and Tenure

1. **Research and Scholarly Contributions**

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 they will become a leading scholar in the field in future years. A successful candidate will have a national research reputation that continues to grow throughout the probationary period. Clear evidence of an active, independent, and coherent research program while at the Auburn University is critical.

- a. *Independence and Collaboration:*** The candidate is expected to be an independent researcher in their field who has established a focused program of research at Auburn University. Independence is in part demonstrated from having a focused program of research apart from their primary graduate school research mentor or postdoctoral advisor. The development of substantive collaborations with faculty within the department or in other departments and institutions is also encouraged. Many important questions are addressed increasingly by interdisciplinary teams. Participation on collaborative research teams, including multi-site teams, is viewed positively if the candidate's expertise is crucial to the work, has senior-author publications that emanate from the project(s), or is an equal partner with other collaborators and research sites.
- b. *Quantity and Quality of Research:*** 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, depending on

¹ The creation of the department's guidelines is based on incorporating language and expectations from peer departments. These include University of Buffalo, University of Florida, University of Missouri, University of South Florida, and Virginia Tech.

² When applicable, outreach will also be considered for promotion and tenure if part of tenure-track and tenured faculty workload.

field) is viewed highly. Taken into account are the relative difficulty and duration of time involved in the research in each particular area.

- c. External Funding:** If a significant amount of funding is necessary to maintain the candidate's research, the candidate 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 positive ratings of submitted applications. However, it is understood that some areas of research have few funding opportunities and this should be taken into consideration in promotion decisions.

Strong evidence of excellence in research and scholarship includes:

- Productively is indexed by the number of high quality publications in top-ranked, peer-reviewed scientific journals.
- 1st authored publications or senior- authored publications in top-tier journals appropriate to sub-discipline
- Evidence that candidate is the intellectual leader of a major part of the research (e.g., order of authorship, coauthoring with graduate students)
- Consistency of publications during probationary period
- The candidate must make credible and sustained efforts to obtain major external research funding.
- Success in obtaining external funding from competitive sources as appropriate to area of study; acceptable agencies include (but not limited to) federal and state agencies and foundations
- Presentations at national and international professional meetings
- The candidate should demonstrate the potential for future growth and contribution to the discipline.

2. Teaching Contributions

Both the quality and impact of teaching and mentoring, at graduate and undergraduate levels, are important considerations. Quality mentoring reflects a commitment to help students reach their scholarly and professional goals/potential and is generally viewed as an essential role of faculty in the Department. A wide range of indicators may serve as sources of information in relation to a candidate's teaching and mentoring contributions. These may include, but are not limited to, serving as primary research mentor for students, the nature of thesis (both graduate and undergraduate) and dissertation direction and committee activity, the quality of classroom teaching, contributions to the educational programs of the department (e.g., the development of new courses or course materials), efforts to improve teaching, teaching supervision, teaching-related publications, teaching workshops given, and instructional grants.

Strong evidence of excellence in teaching and mentoring involves:

- Effective teaching at the undergraduate and graduate levels as indicated by student teaching evaluation and peer evaluations
- Recruitment and mentoring of graduate students who make timely progress toward degree
- Successful mentoring of graduate students who present research at national or international meetings
- Service on student committees

- 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).

3. Service Contributions

Candidates for tenure and promotion to Associate Professor are expected to make contributions primarily at the departmental level and to show evidence of developing contributions at other levels. Service is evaluated in terms of candidates' contributions to the department's intellectual community and to faculty governance. Positive evidence includes (but is not limited to): attending faculty meetings and serving on departmental committees, participating in training area and department activities, and contributing to the recruitment of graduate students and faculty. The expectation for promotion and tenure emphasizes departmental service and often does not need to include broader college and campus/university service at this career stage. Service to the candidate's profession is valued and is also an important means toward establishing a scholarly identity. Strong candidates will typically demonstrate an emerging profile of contribution to the profession. Serving as a reviewer or consulting editor in the scholarly peer review process of journals, granting agencies or conferences is an example of valued professional service.

Strong evidence of excellence in service involves:

- Department committee membership with modest time commitment
- Invited journal reviewer
- Invited scientific conference reviewer
- Evidence of professional service as indexed by involvement in scientific organizations, organization of conferences and symposia, and participation on editorial boards

Expectations for Promotion to Professor

Criteria for promotion to professor generally mirror those articulated for promotion to associate professor with the critical differences that relevant accomplishments are expected to reflect, not emerging leadership, but a national and preferably internationally prominent scholarly identity as a leader sustained over time. Thus, for example, the criteria for promotion to Professor 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 or international level. A candidate for Full Professor is expected to make unique, significant, and continuing scholarly contributions in the area of specialization.

Additional Relevant Criteria for Promotion to Professor

- Clear evidence of a sustained, active research program that productively addresses questions of significance to the field of psychology. Productively is indexed by the number of high quality publications in top-ranked, peer-reviewed scientific journals.
- The candidate should show the ability to secure major external funding for their research. The applicability of this criterion is evaluated in light of the availability of funding for research in the candidate's area of study.
- Sustained effective teaching at the undergraduate and graduate levels
- Sustained recruitment and mentoring of graduate students who make timely progress toward degree

- Sustained successful mentoring of graduate students who present research at national or international meeting
- Evidence of committee and administrative service within the Department of Psychological Sciences and the College and University.
- Evidence of professional service as indexed by involvement in scientific organizations, organization of conferences and symposia, leadership positions within scientific organizations, and participation on editorial boards.