Department of Psychology: Tenure and Promotion Guidelines and Procedures (Adopted by the faculty, October 23rd, 2008; revised February 22nd, 2011)

GOALS

1. The Department of Psychology at the University of Florida is dedicated to creating a community of scholars whose members are, and are recognized to be, leaders in their specialty areas of research. We expect our colleagues to make contributions that advance the fields of scholarship in which they work and to be recognized for their significant contributions in this regard.

2. The Department also is dedicated to educational excellence. We strive towards the development of a department with demonstrated and recognized teaching excellence both at graduate and undergraduate levels. We expect our colleagues to make strong teaching contributions and to show clear indications of teaching excellence.

3. The Department is dedicated to service in support of its mission and its role within the college, university, and broader community. We expect our colleagues to participate actively in service that enhances our departmental and institutional missions.

The granting of tenure and promotion represents a prediction of future performance, as well as recognition of past achievement. For tenure track faculty, tenure and promotion will be recommended by the Department if the candidate shows strong promise of a continuing record of scholarly excellence, strong teaching performance, and active service contributions. For lecturers or other non-tenure track faculty, promotion will be recommended by the Department if the candidate shows a sustained record of excellence in their assigned duties.

DOMAINS OF EVALUATION

a. Research/Scholarship

b. Teaching/Mentoring

c. Service

A favorable decision requires strong evidence of contributions, impact, and recognition in each of these areas. Because the Department of Psychology is scientifically oriented, and its reputation and teaching contributions are closely tied to its scholarly contributions, research/scholarship is the most important of the three domains of evaluation.

Excellence in the three domains must be demonstrated by a significant and distinguished body of work, not by quantity alone. Outstanding performance in one of the three domains does not necessarily compensate for weakness in the others. There is no formula for the balance among the areas of scholarship, teaching, and service, but there are indicators of excellence that guide and inform tenure and promotion evaluations. Examples of these indicators are described below.

Research/Scholarship

For a person to be promoted from Assistant Professor to Associate Professor in the Department of Psychology, it is expected that published work will provide evidence that the faculty member is already becoming a recognized scholar in the area(s) of specialization, with clear indications of promise to become a leading scholar in the years ahead. To be promoted from Assistant to Associate professor, he or she must show evidence of scholarship and research productivity and, in most cases, evidence of attempts to secure extramural grant funding. To be promoted from Associate Professor to Full Professor a faculty member must demonstrate his or her standing as an important, recognized, and influential scholar in the areas of specialization. Although work accomplished prior to an appointment at UF is evidence of productive scholarly activity, it is in most cases expected that any candidate seeking tenure or promotion will demonstrate similar scholarly productivity and promise at the University of Florida.

Indicators regarding the quality and impact of the candidate's scholarly work can derive from a range of possible sources. 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, the outlets in which it is published, and the impact of the work on the field. Quantity must be interpreted in the context of the nature and scope of the work, recognizing variations as a result of the nature of the research topic, the research designs, and the areas of specialization.

External letters of evaluation by leading, independent scholars in the field, help to place this body of work within its disciplinary context, and provide important indicators of the scope and impact of the candidate's scholarly contributions and recognition within the field. Another type of external evaluation is evidence of competitive research grants applied for and/or awarded; however, this evidence should be evaluated within the context of the necessity of such grants to maintaining a high-quality program of research in the candidate's area. Other sources of information, the importance of which may also differ across areas, include conference presentations, invited presentations, appointments to editorial boards, study panels or task forces, the election to offices in professional societies, and the receipt of scholarly awards and honors or citations in major reviews and books. These sources of information, together with others, provide indicators of current scholarly standing and future scholarly promise.

Teaching/Mentoring

The second domain of evaluation is teaching and mentoring. Both the quality and impact of teaching and mentoring, at graduate and undergraduate levels, are important considerations. 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 (as reflected in syllabi, examinations, other course materials, peer evaluations, and student course evaluations, among others), 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. The extent to which the applicant has demonstrated a sustained commitment to teaching and to

fulfilling the teaching needs and missions of the Department also is an important consideration evaluating teaching contributions.

Evidence regarding the impact of teaching and mentoring can include a wide range of factors. The demonstrated accomplishments of students, as reflected in graduation and employment, or accomplishments, awards, honors or recognitions received, may serve as a source of information in this regard. Any evidence of student learning, accomplishment, or recognition provides potential information regarding the candidate's teaching/mentoring impact, as do any recognitions received by the candidate for his or her teaching or mentoring contributions within, or outside, the context of the university.

For lecturers, candidates for promotion should show consistent meritorious achievement in teaching, advising, and in other assigned administrative or service activities. In addition to superior student and peer evaluations of teaching, other instruction-related professional activities are relevant. No letters from external reviewers are needed, but 5-6 internal letters are required.

Service

The third domain of evaluation is service. Both the quality and quantity of service is considered in relation to the department, college, and university, as well as the professional and local communities. We expect active participation in service that is essential to the successful operation of the department within its institutional context and its mission. 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. Candidates for promotion to Professor are expected to show evidence of significant service contributions not only at the departmental level, but also at broader institutional, professional, or community levels. In evaluating service, a range of factors are considered. These include, but are not limited to, participation in department, college, and university committees; editorships of professional books or journals, reviewing for publications and granting agencies, offices in professional organizations, tenure review for other institutions, and other activities related to psychology within the broader professional, disciplinary, or community contexts that support the departmental and institutional missions. If applicable, service activities by lecturers will be considered in their overall portfolio.

PROCEDURES

After an appropriate period in rank has elapsed (usually 5-7 years for Assistant to Associate, or when deemed ready for Associate to Full), the relevant Area Director, in consultation with the prospective candidate and the Chair shall recommend, no later than May 1st, that the candidate should proceed to the formal T&P process. Readiness is generally based on criteria such as annual reviews by the Merit Committee and the resulting Chair's annual letters of evaluation. Lists of letter writers shall be made in accord with the CLAS and AA guidelines, with letters to be received during August. The candidate will prepare a T&P packet per the guidelines for these reviewers. The candidate will, by late August, submit a final T&P packet to the Chair, conforming to the UF/CLAS guidelines. The responsibility for preparing the packet, reviewing it for content and format, and approving its submission belongs to the candidate for tenure and/or promotion. The letters of evaluation are included in the packet for departmental Promotion and Tenure Committee (PTC) review. The candidate may or may not waive the right to view these letters.

The PTC will consist of all full-time, tenure-line Psychology faculty at a rank above that of the candidate; tenured Associate and Full Professors will serve for Assistant Professors seeking tenure and promotion to Associate Professor, and tenured Professors will serve for Associate Professors seeking promotion to the ranks of Professor or Distinguished Professor.

The PTC will then meet in mid-September to discuss the candidate(s) and their packets. Subsequently they will vote by secret ballot. The result of the ballot will be communicated to the candidate who may then elect for the packet to be forwarded to the CLAS committee (usually by mid-October), or the candidate may elect to withdraw their packet from further consideration.