# Expectations for Tenure and Promotion of Faculty

*(revised July 28, 2014)*

REGULAR TITLE SERIES FACULTY

Faculty in the Regular Title Series are expected to be effective teachers and mentors, innovative and productive researchers, and committed through their service to the betterment of the academic, professional and public communities. Evaluation for tenure and promotion will be based on assessment of the extent to which the faculty member meets expectations in these three domains.

## Tenure and Promotion to Associate Professor

 Research: Faculty are expected to establish a program of research with clear short-term and long-term goals. The research program should result in independent, sustained empirical research of high quality. With respect to evaluation of research, there are several potential sources of evidence of research excellence. The profile of indicators is not expected to be identical across candidates; candidates are expected to include whatever information is available and relevant to their evaluation.

Research excellence may be demonstrated by a variety of means, including some combination of the considerations listed below.

* Several first authored, empirical articles in top-tier journals
* Record of sustained research productivity
* Letters of strong support from prominent researchers in the candidate’s field
* Extramural funding proposals that receive competitive priority scores
* Any indicators of impact on the field, including: citation indices, invited presentations or chapters, recognition of accomplishments in publications (e.g., cited in an article as one of top new researchers in the field)
* Awards for research excellence
* Participation in research review process, including: grant review panels, regular involvement in manuscript review for top-tier journals (e.g., editor, associate editor, editorial board).
* Successful mentoring of students with respect to student research accomplishments, such as student authorships, competitive fellowship awards, and other research awards.

 Teaching: The successful candidate for promotion to Associate Professor with tenure will demonstrate a consistent record of effective and committed teaching and mentoring of both undergraduate and graduate students. With respect to evaluation of teaching and mentoring, there are several potential sources of evidence of teaching and mentoring excellence. The profile of indicators is not expected to be identical across candidates; candidates are expected to include whatever information is available and relevant to their evaluation.

Effective and committed teaching of undergraduate students may be assessed by a variety of means, including some combination of the sources of information listed below.

* Quantitative ratings by students of course quality and teaching effectiveness
* Letters from students
* Letters from teaching assistants
* Letters from peers who have observed the candidate’s teaching and/or the impact of the candidate’s teaching on student performance
* Awards for teaching accomplishments
* Participation in opportunities to improve teaching (e.g., workshops, conferences on teaching)
* Scholarship on teaching (e.g., articles, chapters or books related to teaching)

Effective and committed mentoring of undergraduate students may be assessed by a variety of means, including:

* Letters from students
* Sponsorship of students in independent research projects (e.g., PSY 395 & 495) and experiential education (e.g., PSY 399 & 499)
* Accomplishments of mentored students, such as research products (e.g., student authorships, student participation in conferences)
* Awards to mentored students

Effective and committed teaching of graduate students may be assessed by a variety of means, including:

* Quantitative ratings by students of course quality
* Letters from students
* Letters from peers who have observed the candidate’s teaching and/or the impact of the candidate’s teaching on student performance
* Awards for teaching accomplishments

Effective and committed mentoring of graduate students may be assessed by a variety of means, including:

* Letters from students
* Successful and timely progress of students in the program (i.e., Master’s degree, completion of qualifying exams, Doctoral degree)
* Accomplishments of mentored students, such as research products (e.g., student authorships, student participation in conferences)
* Awards, fellowships and grants to mentored students

 Service: Faculty should contribute as citizens of the Department, College, University, profession and community. There are many ways to make service contributions, including:

* Regular attendance at faculty meetings
* Conscientious service on assigned departmental committees
* Participation in regional and national professional organizations
* Participation in community organizations related to professional expertise
* Participation college and university committees

Although junior faculty have occasionally been asked to serve in departmental administrative roles (e.g., DGS or DCT), they are advised that they should not agree to such service unless it does not interfere substantially with their research mission. Similarly, junior faculty may occasionally have opportunities to serve the public or professional community, but they should undertake such responsibilities only if they do not interfere substantially with their research mission.

## Promotion to Professor

There are important distinctions to be made in comparing the process of evaluating a faculty member for promotion to the rank of professor vs. evaluating a faculty member for promotion to associate professor. The list of indicators of the research, teaching and service missions is substantially the same; however, the weighting of indicators changes in important ways.

 Research: In general, the successful candidate for promotion to professor will be recognized nationally or internationally for his or her research program. Letters from respected scholars in the field are important sources of information about a candidate’s research prominence. In addition, it is expected that there will be other indicators of the candidate’s maturity as a researcher. Common indicators include: service on grant review panels; editorial service to top-tier journals; book editing; awards for research accomplishments; indicators of impact on the field (e.g., citation indices, explicit reference to prominence by other researchers); extramural funding; invitations to speak at conferences and other research institutions. Evidence of continued productivity as a researcher is necessary, but not sufficient for promotion to professor. Rather, the candidate’s research accomplishments must achieve national or international recognition.

 Teaching: In general, the successful candidate for promotion to professor will continue to be an effective and dedicated classroom instructor. In addition, the candidate will demonstrate effectiveness as a mentor of graduate students beyond what can be expected of a junior faculty member. A mature faculty member is expected to consistently attract graduate students and successfully guide them through the doctoral program. In addition, the research, teaching, and career accomplishments of students is important evidence of the mentor’s effectiveness. Common indicators of student accomplishments include: research productivity; grants and fellowships; awards for teaching, research or service accomplishments; placement of the student upon completion of degree.

 Service: Relative to a more junior faculty member, the successful candidate for promotion to professor will generally contribute more to the service mission, and the contributions will typically extend further beyond the Department. Thus, more experienced faculty members are more likely to participate in College and University committees, and more likely to take a leadership role. Within the Department, experienced faculty members are expected to take leadership roles on committees. An associate professor might also serve in an administrative capacity (e.g., DGS, DUS, Associate Chair, etc.). In that event, performance of administrative duties will be an important component of evaluation of a candidate for promotion.