

DEPARTMENT OF PSYCHOLOGY

**Criteria for Promotion and Tenure
(Rev. 4/04/12)**

Decisions regarding promotion and tenure will be made on the basis of an evaluation of the candidate's record of research accomplishment, teaching effectiveness, and service to the university and to the profession. Specific criteria for evaluating each of these areas follow. No priorities are implied in the serial ordering of these criteria, nor is it required that a candidate must satisfy the entire set of criteria in a given area.

A. Research

1. Publications in refereed journals (both empirical studies and theoretical reviews).
2. Books, textbooks, monographs, chapters
3. Funded grants and contracts
4. Papers presented at professional meetings
5. Service on editorial boards of journals
6. Membership on grant study sections

B. Teaching

1. Student, self, and peer evaluations of undergraduate and graduate courses, with consideration given to the nature of the course ("service" course vs. area of specialization)
2. Supervision to completion of graduate theses and dissertations
3. Supervision of undergraduate research projects
4. Teaching awards
5. Innovative curriculum development

C. Service

1. Elective or appointive positions in professional societies
2. Service on editorial boards of journals
3. Membership on grant study sections
4. Participation on departmental, college, and university committees
5. Community service of a professional nature
6. Administrative work

Promotion to Associate Professor

Promotion to the rank of associate professor implies that a faculty member has demonstrated a commitment to scholarship by maintaining a consistently high level of research productivity and teaching effectiveness, along with a commitment to the university and to the profession through appropriate service activities. Demonstrated merit, not years of service, is paramount. The primary factors in promotion to associate professor are the candidate's record of scholarly research activity and teaching effectiveness.

The candidate's record of scholarly research activity will be assessed, both qualitatively and quantitatively, with respect to the criteria listed above. A consistent record of research productivity is expected. Although the aggregate record of research accomplishment will be the major object of evaluation, it is expected that the candidate will have published an average of at least one article in a refereed journal or a book chapter per year; occasionally, a larger-scale work (e.g., monograph or book) may satisfy the publication criterion for a period of more than one year. It is also expected that the candidate at least occasionally present at conferences and apply for grants or contracts. Although collaborative research with other investigators is valued, evidence of independent scholarly activity is expected.

Teaching effectiveness is recognized as essential for maintaining a quality academic program, and is encouraged and rewarded by assigning to it a substantial weight in the annual evaluation. Student evaluations and the successful mentoring of students (especially the mentoring to completion of student research projects, theses, and dissertations) will be emphasized in the evaluation of teaching effectiveness. Despite the importance of teaching effectiveness, however, outstanding accomplishment in teaching/mentoring cannot substitute for research productivity.

Although each faculty member is expected to demonstrate his/her commitment to the university and to the profession by appropriate service activities, service will be accorded less weight than research and teaching in the evaluation process.

Annual evaluations will be considered when making decisions concerning promotion to associate professor. However, the overall magnitude and pattern of a candidate's cumulative record in research, teaching, and service during his or her years as an assistant professor will be assigned greater weight than annual evaluations when making promotion decisions.

Promotion to Professor

Promotion to the rank of professor normally indicates that the faculty member has achieved a reputation for excellence in scholarship at the national or international level. Again, demonstrated merit, not years of service, is paramount. In addition to evaluating the quality and quantity of research productivity, evidence of national/international visibility will be assessed on

the basis of letters from acknowledged leaders in the candidate's field, number of citations in the literature, invited addresses at major professional meetings, and membership on editorial boards or grant study sections.

In addition to a strong record of research accomplishment, a candidate for promotion to professor is expected to have demonstrated an ongoing commitment to the training of graduate students and a consistent record of effective teaching. Student evaluations and successful mentoring of students (especially the mentoring to completion of student research projects, theses, and dissertations) will be emphasized in the evaluation of teaching effectiveness. Although service is accorded less weight than research and teaching, it is also expected that the candidate will have served in leadership positions on university committees and/or professional associations.

Although customarily the primary basis for promotion to professor is excellence in research, as described above, occasionally an individual who does not meet the criterion of excellence in research but who has achieved excellence in teaching and service may be considered for promotion to professor.

Annual evaluations will be considered when making decisions concerning promotion to professor. However, the overall magnitude and pattern of a candidate's cumulative record in research, teaching, and service during his or her years as an associate professor will be assigned greater weight than annual evaluations when making promotion decisions.

Tenure

For faculty hired at the rank of assistant professor, qualifications for the granting of tenure are the same as those required for promotion to associate professor. For faculty hired at the rank of associate professor or professor, a recommendation concerning tenure status (i.e., whether the faculty member should be hired with or without tenure) will be made at the time of appointment. Ordinarily, a recommendation for tenure upon appointment will be made only when the candidate has provided strong evidence that he or she is likely to make strong contributions to research and teaching at Florida Atlantic University. For faculty hired without tenure at the rank of associate professor or professor, the criteria for granting of tenure are the same as those required for promotion to associate professor, described above.

Annual evaluations will be considered when making decisions concerning tenure. However, the overall magnitude and pattern of a candidate's cumulative record in research, teaching, and service during his or her years as a non-tenured faculty member will be assigned greater weight than annual evaluations when making tenure decisions. An in-depth evaluation of progress toward tenure will be carried out when a faculty member has completed three years in a tenure-earning position.

Criteria for Promotion of Non-Tenure Track Faculty

Promotion of non-tenure track faculty, including Instructors and Lecturers as well as Assistant Scholars, Assistant Scientists, and Assistant Research Professors will follow the Provost's Guidelines of January 25, 2012 and February 16, 2012, respectively.