

**Department of Psychology
Promotion and Tenure Policy
Passed 5/2/2018**

The Department of Psychology's Promotion and Tenure Policy reflects the compatible missions of the University of North Texas (UNT), the College of Liberal Arts and Social Sciences (CLASS) and the Department (Psychology). This document is to be considered a work in progress because the department is continually improving, as evidenced by our standards which are increasingly rigorous. Indicators of excellence are described but are not meant to be thought of as the only considerations.

UNT is a student-centered research university where the power of ideas is harnessed through a culture of learning based on diverse viewpoints, interdisciplinary endeavors, creativity and disciplined excellence. Faculty collaborate to create, integrate, apply and disseminate knowledge. Psychology recognizes the best education for students results from requiring excellence in teaching, research and service from an active, engaged, and diverse faculty who exhibit a variety of perspectives. Among other implications, this means we are committed to the notion that there is no one "right" way to generate new knowledge. A variety of methods is acceptable. What matters is the rigor and quality of the research that embodies the competence with which a particular method is used.

Psychology exists within CLASS, a "learning and discovery community of increasingly recognized and highly capable" faculty who work with excellent students and colleagues across disciplines to communicate, pursue, and advance knowledge. With CLASS, Psychology promotes and provides exceptionally high quality graduate and undergraduate education and scholarship. We value collaboration across our diverse programs and sub-disciplines as well as across UNT and other institutions. Through collaboration we improve our science and our education of students.

Psychology is dedicated to undergraduate and graduate education. The Scientist-Practitioner Model, adopted by our three APA accredited doctoral programs, demands we integrate psychological science with practice and with other applications. We serve five constituencies (college students, majors, graduate students, the general and psychological communities) through our individual and collective, independent and interconnected research and teaching efforts. We expect all faculty to be excellent teachers and researchers who are also actively involved in other scholarly, professional, and governance activities.

Department of Psychology Perspective on Tenure

Tenure, representing a major investment by the university, is not a right. It must be earned by having a record of excellence in research, teaching and service and by strong indications that the quantity and quality of contributions will continue to increase. Tenure decisions are always made with due deliberation. As good stewards of UNT resources, Psychology will not support a candidate for tenure if her/his record is merely satisfactory and shows competence.

In practice promotion and tenure decisions are usually made at the same time. However, there may be some cases where an Associate Professor is hired with a tenure decision to be made at a later time. Such candidates are required to prove they successfully moved their program of research, are excellent and effective teachers, and contribute to the department, college and university through service activities. According to UNT's policy, an Associate or Full Professor will have a maximum service of five years before a tenure decision.

Psychology only hires individuals with the potential to be an excellent colleague with an outstanding national and/or international reputation for research. Consequently, to the extent possible given requirements the department must meet during the probationary years, individuals are protected from having too many new courses involving new preparations and are protected from too many service activities. This allows probationary faculty to focus on improving their teaching and establishing their program of research. However, in keeping with an underlying value of UNT and CLASS, the Department of Psychology embraces the notion of "giving back." Moreover, the success of a department, college and university requires commitment to the life of the department, college and university through service contributions. Therefore, when tenure is achieved, every faculty member is expected to more fully participate in meeting the teaching and service needs of the Department of Psychology, CLASS and UNT. Contributions are expected to increase over time. As faculty members become more senior, they are expected to make more contributions to the good of the department, CLASS and UNT.

Good citizenship is expected of all faculty members. At minimum, good citizenship consists of consideration in behavior such as attending committee, program, department, CLASS and UNT meetings; being on time for appointments and meetings with students and colleagues; being accessible to students and colleagues; responding in a timely manner to department, CLASS and UNT needs and requests, etc.

There is a fine line for certain types of activities that may be considered as either research or service. The department considers activities resulting directly from one's reputation as a scientist to be evaluated as research. These would include such activities as editorships, giving national workshops, reviewing manuscripts or grant proposals, reviewing individuals for promotion, etc. In contrast, activities such as holding national office in a learned society, being a site visitor for APA, etc. are considered to be service.

Another fine line is between research and teaching. This problem is most evident in students' research. Faculty in the department are required to teach students about research and train them in the conduct of research. Some aspects of these processes are most properly considered teaching. For example, having students signed up for independent research, theses and dissertations and guiding the product of these efforts to completion are most properly considered as fulfilling teaching responsibilities. In contrast, activities in which these students are mentored in the context of an academic career are considered to be research. As psychological science is the heart of the discipline, helping a student develop into a future academician necessarily entails being an excellent researcher to train students to love and be excellent as researchers, adding to the body of knowledge. The professional presentation of students' research with faculty is most properly considered in the area of research. Thus, articles and conference presentations with students are highly valued and indicators of excellence in research.

Tenure and Promotion to Associate Professor

It is not sufficient to merely fulfill the requirements for promotion and tenure. The achievements and contributions must be made with distinction.

The Department of Psychology only hires excellent candidates showing the most promise because we have very high standards for tenure and promotion. To allow probationary faculty the best opportunity to achieve tenure and promotion, the chair is charged with protecting them by keeping new course preparations to a minimum, giving two course releases to be used within the first five years of employment, and encouraging them to have only a minimum amount of service activities. These protections are designed to allow probationary faculty to make excellent contributions in all three areas of research, teaching and service.

The requirements described here will take effect with faculty who join the department in Fall, 2018 and later. Untenured faculty hired earlier are allowed to choose whether to be considered under these policies or the preceding document. As our standards had already increased over those described in the previous document, the primary differences are that we now require excellence in all three areas and this document is more explicit. The previous document required excellence in only two areas and was more conceptual.

Typically, Assistant Professors are candidates for tenure and promotion during their sixth year. Prior to that time, probationary faculty will have been reviewed annually by the departmental Promotion and Tenure Committee. A major review by the department P & T and CLASS Committees will have been conducted in the third year (i.e., mid-tenure review). This review conforms to CLASS requirements and parallels the tenure process without external letters. Additional reviews may occur during the fourth and fifth years.

The guidelines and indicators for progress toward tenure must not be considered in an inflexible, rule governed way. There is no specific number or pattern of activities that would necessarily constitute promotion to Associate Professor with tenure. Context is important in considering an individual's record. The record of each individual candidate will be considered independently of every other member of the department. With the diverse nature of psychology, patterns of excellence between individuals will differ. For example, someone who conducted longitudinal research during the probationary period will likely have a gap in publications that has a different implication than a gap for a program of research involving small, progressive studies. Longitudinal research may be higher in value but lower in number of publications. Differences in the time and effort needed to fulfill teaching demands for a clinical or counseling psychologist must be considered in promotion deliberations because they are greater than for a member of the Behavioral Science Program.

Excellence in Research and Scholarly Activity

Several factors will be considered which include but are not limited to the aspects of research described here. Probationary faculty must establish an independent program of research, of very high quality, for which they apply for extramural grant funding, the likelihood of which is

increased because of the quality and quantity of results that are disseminated. By the time of promotion and tenure decisions, the candidate must have an emerging national and/or international reputation. Moreover, it should be evident from a candidate's trajectory that the quality and quantity of research will continue to improve.

Independent program of research. Conducting and publishing research with past mentors can help bridge the gap while an individual is establishing him/herself here. However, a publication record should not give the impression the program being established is merely an extension of a mentor's research. Unique studies that produce publications from datasets collected separately from research completed in graduate school or during post-doctoral study contribute to establishing research independence. However, collaboration and multi-authorship have become normative in the psychological sciences. Moreover, team-based research often has greater impact than sole-author work. Therefore, establishing collaborations with other (non-mentor) research teams is encouraged. In addition, interdisciplinary work that results in refereed publication is valued. Independent research can be evidenced by primary and senior authorship on original empirical publications. However, in psychology publications all authors are expected to have meaningfully contributed to the research. Authorship is not given merely for data collection or mentorship, but requires active contribution to the research design, analysis and/or drafting of the final manuscript. Authorship order (first to last) tends to indicate level of contribution, however, there are important exceptions. First, students are often listed first even though their mentors may in fact have initiated the research, been responsible for the data collection, and played a major role in writing the manuscript. Second, authorship order tends to indicate level of contribution, but not always (e.g., first and second author may have played essentially equal roles). In some cases senior authors who initiated and created the laboratory from which the research originates are sometimes placed as last author even though their contribution was significantly more than others.

Research must be of very high quality. Quality of scholarship will be assessed across several factors: 1) the work's recognition in the field, shown through reviews, citations, and/or other evidence; 2) the prestige, standing, and/or impact scores of the journal in which an article appears or of the publisher of a book or book chapter; 3) opinions of outside reviewers; and 4) the committee's independent assessment of the work. For newer, applied, cutting edge, and emerging areas in psychology, consideration will be given to the venue's rejection rates, as these areas may not yet be established enough to have high impact factors in respective journals. The P & T Committee and Department Chair will also consider the quality of journals and book chapters, reviewer comments from grant proposals, and the like. It is necessary that the methodology, whatever the form of research, be excellent. Movement between types of methods may also be an indicator of quality.

Weighting of scholarship contributions. As a result of broad faculty expertise, interdisciplinary collaborations, and the nature of the discipline of psychology, a candidate's publications may appear in a range of scholarly outlets, e.g., journals, books. Primary value is assigned to those publications that appear in scholarly refereed outlets, with the understanding that the refereeing process may depend on the outlet.

Extramural grant applications. Probationary faculty are required to apply for external funding for their research. External funding allows an academic psychologist to conduct a program of research in

the most effective way, without having to balance quality against the cost of the project. However, the competitive nature of research funding and the fact that more funding is available in certain areas must be considered. In addition, more funding may be required to conduct research in some areas than others. Both inter- and intradisciplinary grant proposals are valued, as are grants that provide financial support for students. In keeping with UNT's goals, federal grants are preferred over foundation or other private grants. Obtaining extramural research funding is valued and an indicator of the quality of research but is neither necessary nor sufficient to be promoted and tenured. For promotion and tenure the record must contain a sufficient number of empirical publications in high quality journals.

Pace of peer-reviewed dissemination of results. For excellence in scholarship, the results of research must be disseminated. It is not sufficient to generate knowledge and present it at conferences or publish abstracts of presented work. The evidence of scholarship is primarily disseminated through refereed articles. Books and book chapters provide further evidence of scholarship. The department expects probationary faculty to average approximately two to three articles per year, which may be sole authored, or published with students and/or colleagues. Manuscripts "in press" (i.e., have been accepted for publication) carry the same weight as those that have appeared in print.

Emerging national or international reputation. A wide variety of accomplishments imply a candidate is developing a national or international reputation in his/her area of research expertise. Recognition by academic colleagues is one sign that a candidate's reputation is increasing. Evidence that addresses scholarly reputation consists of activities for which the candidate has been chosen due to her/his expertise as a researcher in a specific area. These may include but are not limited to invited talks at national or international conferences, invited book chapters, editorial board membership, associate or editorship of a journal, membership on a committee of a national or international scholarly association, refereed presentations, invited workshops and symposia, etc. In general, activities which facilitate the dissemination of knowledge give weight to the likelihood that a candidate has an emerging national reputation because faculty are chosen for the tasks due to their expertise in research.

Excellence in Teaching

Undergraduate and graduate education are equally important in the Department of Psychology. In all teaching activities, faculty are expected to foster students' critical thinking, analytic and communication skills. As a department with active doctoral programs, more than 1200 majors and a large contingent of honors students, excellence in teaching is a requirement for promotion. The range of our students and students' needs also make it evident that teaching is not limited to the classroom. For example, most teaching about research occurs individually and outside the classroom, whether it is educating TAMS, McNair students, or majors or directing the theses of honors or graduate students or directing doctoral dissertations. All probationary faculty must show excellence in classroom teaching as well as in developing the scientific skills of students.

It should be noted that teaching assignments during the probationary period may not be similar across individuals. Psychology is a broad discipline, encompassing a wide variety of sub-

disciplines. Many of our probationary faculty are required to teach practicum or assessment. Both of these assignments are more time-consuming than other courses.

Syllabi. A variety of indicators are used to evaluate excellence in the classroom. Faculty are expected to use a variety of forms to teach students and to evaluate learning. Syllabi are examined to evaluate the quality and currency of the content and the adequacy of the assignment and testing requirements. The content of courses must be current and faculty are expected to improve their courses over time by testing and evaluating a variety of ways to impart the information and develop the skills we value in students.

Student ratings and comments. In organized courses and graduate practica, students provide quantitative and qualitative evaluations. These evaluations will be used in two ways when considering the quality of teaching. Student evaluations will be considered across types or levels of courses to establish that faculty are at least adequate in all forms and excellent in some specific courses. In addition, ratings and comments over time will be used ensure the trajectory is not downward, that is, to ensure student evaluations of teaching increase or remain high. We recognize that student evaluations in required and anxiety producing courses will be lower than in courses students consider more interesting and that, in general, the evaluations of graduate students are higher than those of undergraduates. We recognize that students with extremely positive or negative attitudes will be more likely to make comments. Therefore, when possible, student ratings and comments will be considered within context of each other (e.g., student with mean rating of 4.42 said “xxxx”).

Peer reviews. The Promotion and Tenure Committee will be responsible for conducting annual peer observation of a candidate’s teaching for the purpose of facilitating their development of instructional skills. This will be used in conjunction with the peer review of teaching conducted for the probationary faculty member’s mid-tenure review and any other peer reviews in the candidate’s file.

Educating students in research. Faculty, including probationary faculty, are required to participate in the education of students to evaluate and conduct research. The primary indicators of excellence in teaching the scientific basis of psychology to students and mentoring students’ professional development are presentations and publications co-authored with students, as well as directing graduate theses, 6610s and dissertations. Other indicators are having TAMS and/or McNair students on research teams and directing honors theses.

Dedication to high quality teaching. A variety of indicators could show the commitment to excellence in teaching by probationary faculty. These include attendance at workshops to improve teaching, requesting feedback from colleagues, active involvement in APA Division 2 (Teaching), and teaching graduate students to teach.

Excellence in Service

Only the quantity of service is attenuated during the probationary period, not the quality of contributions. Thus, although the overall number of service contributions may be fairly small, they must be conducted with distinction. More involvement in service is expected over time but it remains limited until after promotion and tenure when it increases with faculty members expected

to become leaders on campus.

Probationary faculty are expected to participate in the department and the program they are associated with within the department. If they participate in a CLASS or UNT committee, it should be closely related to their research and teaching so that all aspects of their position contribute positively to each other.

As with research and teaching, a probationary faculty member must show indications of leadership in the department, CLASS and UNT. There must be sufficient evidence that service activities will increase in quantity and quality over time, making the candidate a very valuable member of the community. Unlike research and teaching, the quality of service contributions is less obvious because the products are usually less tangible. Consequently, P & T Committees must use different strategies to assess the quality of a candidate's service. In addition to using personal knowledge of a candidate's contributions, the department chair and relevant program director should be interviewed to provide data. These steps should be taken to ensure a candidate has followed through and completed service activities in a timely way with distinction.

Collegiality

Due to the importance of the tenure decision, it is also necessary to consider whether a candidate will be a good citizen in the community of scholars in the department, CLASS and UNT. Thus, the collegiality and professional ethics exhibited by candidates are considered. The sense of the term as used here refers to the way in which faculty members conduct themselves while fulfilling their teaching, research and service obligations. Collegial behavior is necessary to ensure a climate in which diversity in all its forms thrives and it is necessary to ensure the department continues to improve. As noted by AAUP, collegiality must never be used to stifle dissent, which improves a department by broadening perspectives considered during decision making. In the Department of Psychology, collegiality is operationalized as respect for and encouragement of diverse perspectives; support and respect for others' teaching, research and service activities (which is not meant to imply that agreement is necessary or is necessarily valued); sharing of facilities and resources is important; respect for each other and each other's time and effort by timeliness of contributions; along with other attitudes and behaviors which promote and support the wellbeing of the department.

Promotion to Full Professor

The criteria for promotion from Associate to Full Professor go well beyond the high requirements for promotion from Assistant to Associate Professor. To be considered for the senior level, a faculty member must have a record of excellent accomplishments, consistently showing leadership in teaching, research and service activities, and making increasingly significant contributions to governance at UNT. The consideration for promotion to Full Professor will take into account the individual's entire career, but with emphasis on productivity and excellence during the time since her/his last promotion. In the case of someone first hired as an Associate Professor, the emphasis will be on productivity and excellence at UNT.

Consistency is an important consideration. Faculty eligible for promotion to Full Professor must

have shown a consistent pattern of high quality accomplishments in research, teaching and service with pronounced impact in each area. Although most publications are expected to be programmatic and in the candidate's specific area of expertise, some breadth may be evident. Due to the increased departmental demands on tenured faculty, they may be called on to direct student research that is not within their own program of research. The excellence and dedication required of faculty in the department requires faculty to give equal effort and attention to all students they work with, whether the research directly advances their own program of research or not.

As a general rule, the excellence demanded for a promotion from Assistant to Associate continues and increases for candidates for Full Professor. The same types of indicators for quality of research, teaching and service are considered at this level, with both the quantity and quality of work continuing to improve. A primary consideration in the evaluation of a candidate for Full Professor is whether the promise of leadership involved in promotion to Associate Professor has been fulfilled, will continue and will strengthen. National or international leadership is expected in research. Leadership in teaching must be evident locally and may be evident nationally. Evidence of leadership in the department, CLASS and/or more broadly at the university level is necessary and may be supplemented with national leadership.

Excellence in Research and Scholarly Activity

The following indicators and the associated discussion from above are relevant for consideration of a candidate for promotion to full professor. Impact, which was not included above, is important for this promotion.

Independent program of research. Research is expected to be primarily programmatic, but forays into students' research interests are acceptable because of the importance of mentoring students for their future pursuits.

Research must be of very high quality. A candidate's research should have a strong impact by this time. The impact may be in a fairly narrow specialty or in a fairly broad area. See the section on Impact below.

Extramural grant applications. Obtained grant funds are desirable but not necessary. Grants often allow research to be conducted in a more efficient way and help train graduate students.

Pace of peer-reviewed dissemination of results. Although explained gaps can be acceptable (e.g., changing area of specialization), it is generally expected that candidates will have published and presented the products of research at a reasonably consistent rate since their last promotion.

Established national or international reputation. By this point in the career, the promise of a national reputation is expected to be realized. Increased leadership roles in scholarly societies and other professional organizations at the national level is expected. Fellow status in professional organizations, national or international awards for research, and other such indicators will also be assessed.

Impact. The above indicators of excellence in research for promotion to Associate Professor are

also relevant to considering candidates for promotion to Full Professor, although the impact of the candidate's program of research should be stronger. One way to evaluate impact is to assess the candidate's national reputation. A reputation for excellence is evidenced by external sources recognizing an individual's high quality work. This would be seen in accomplishments such as requests to review candidates from other institutions, grant proposal reviewing for federal agencies or agencies in other countries, editorships, editorial board membership, being awarded the title of Fellow in a learned society, etc. As for Assistant Professors, it is important that faculty continue to apply for extramural funds to enhance the excellence of their research, but obtaining funding is not a requirement for promotion to Full Professor.

Contributions to increasing knowledge are important, but the type of contributions should be unique and, perhaps, advance the field in new directions. The quantity of publications (i.e., about two peer reviewed articles per year) continues to be one consideration, at this stage of a career, but the reputation of the journals and the impact of one's research is of equal or greater importance. This impact can be assessed by external reviewers, impact ratings, citations, etc. A more subtle assessment of contributions might be evidence of being one of the first individuals to publish in a specific subarea that then becomes more visible in the general area.

Excellence in Teaching

A candidate's dedication to excellence in teaching must not end with the achievement of tenure and promotion to Associate Professor. We expect everyone to show excellence in teaching and to be continually alert to improving their own teaching ability. This does not necessarily mean embracing every new idea, but it does mean vigilance to improve one's style, reach more and more diverse students, and to impart the most recent information so that the content of courses is current and cutting edge knowledge is addressed.

The indicators for teaching at this level are the same as for promotion to Associate Professor. However, an additional consideration is the status of a faculty member's former students – those the candidate mentored. Former students having academic appointments, achieving early tenure, obtaining grants, awards, etc., reflect on a candidate's teaching. This is not meant to imply the former student might not have achieved as much with a different mentor. Instead it acknowledges that excellent teachers attract excellent students and have the ability to effectively challenge those students so they, too, have very successful careers.

As with promotion to Associate Professor, the following list refers to some of the indicators that may be used to assess excellence in teaching.

Syllabi and handouts.

Student ratings and comments. Peer reviews.

Educating students in research.

Dedication to high quality teaching.

Excellence in Service

In addition to considerations addressed under promotion from Assistant Professor to Associate Professor, Associate Professors who strive to be promoted to Full Professor should have a significant record of frequent and high quality service to the department, CLASS and university. That is, the service activity of a candidate should be of leadership quality within the department, CLASS and university. Candidates should have sat on a variety of committees and shown leadership by chairing some committees. It is also a plus to have a record of service to the discipline (e.g., officer of an organization, site visitor for APA).

Collegiality

The importance of collegiality and of being a good citizen in the community of scholars in the department, CLASS and UNT increases over time. A candidate for full professor should be a model of collegiality for others to follow and encourage collegiality and good citizenship in others. To repeat a critical point from above: In the Department of Psychology, collegiality is operationalized as respect for and encouragement of diverse perspectives; support and respect for others' teaching, research and service activities (which is not meant to imply that agreement is necessary or is necessarily valued); sharing of facilities and resources is important; respect for each other and each other's time and effort by timeliness of contributions; along with other attitudes and behaviors which promote and support the wellbeing of the department.

EXTERNAL REVIEWS OF RESEARCH

Given the diversity of specialties in psychology and the breadth of interdisciplinary specialties, external reviewers may be in the best position to critically evaluate the quality of a candidate's contributions. However, those with the most appropriate expertise in the candidate's program of research might not be housed in a university psychology department. Such individuals may not be as familiar with applying our expectations as would full professors in psychology departments of equal or greater national standing. Typically, two types of reviewers will be sought. Most will be chosen for their expertise in the candidate's particular area of research. External reviews will also be requested from individuals who represent the candidate's general area of psychology (e.g., developmental, clinical, counseling, health, social). This (or these) individual(s) would judge the candidate's research as an academic psychologist in that type of doctoral program.

Five letters from full professors at comparable or better universities are required by the college (CLASS). Experience suggests 14 individuals should be identified as potential reviewers. The candidate will provide the names, contact information, and a rationale for seven individuals as will the P & T Committee. The Department Chair may choose to add a name. P & T, in consultation with the Chair, will determine the order of priority with which to contact potential reviewers. Reviews will be requested from and agreed upon by six experts. Two of the reviewers may be of a different discipline but must hold a doctorate.

In unusual instances it may be most informative to solicit a letter from an associate professor or from a full professor at an institution that does not reach peer status. The final decision will be

made by the Department Chair in consultation with the Dean.

External reviewers will be contacted by the Department or P & T Chair. S/he will determine whether any relationship exists between the candidate and the potential reviewer. If a relationship exists, the Department Chair will determine whether the individual is still appropriate to review the candidate. The Chair may consult with the Dean in making this decision. Further, the deadline and type of review requested must be agreed to by the reviewers who will also provide a CV and statement describing their acquaintance with the candidate.

External reviewers will be given a copy of the Department's criteria and asked to apply our criteria in making the overall judgment of whether the candidate should be promoted and tenured at UNT. We expect this judgment to be based on a detailed analysis and evaluation of the candidate's publications, self-statement, and possibly grant proposal(s). The more detailed the evaluation is, the more useful it will be.

For promotion to Associate Professor, it is important that reviewers use their expertise to evaluate the likelihood of the candidate's program of research having an important impact and the candidate achieving a national or international reputation. Judgments of future behavior are necessarily tentative, but reviewers will be asked to use their knowledge and experience to give their best estimate of the future contributions of the candidate reviewed.