PROMOTION, TENURE, AND EVALUATION CRITERIA

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF SOUTHERN MAINE

December 11, 2003

The Department of Psychology employs the general criteria for tenure, promotion and evaluation as stated in the Guidelines for the Development of Departmental Personnel Policies and Procedures for the College of Arts and Sciences at the University of Southern Maine (approved by CAS faculty, 2/28/03). Beyond these, an attempt is made to define more precisely the degree of accomplishment that should be demonstrated for a recommendation for promotion.

As a general rule, promotion is viewed as a reward for achievement rather than for promise. Achievement is judged against the specific criteria outlined below. It is imperative that evaluations for purposes of promotion adhere as closely as possible to the standards of excellence in performance as defined by the discipline, peers, and university. Guided by the general approach adopted by the university, peer judgments in this department are determined by performance in teaching, scholarship, and service. By and large, personal conduct is irrelevant to consideration for tenure and promotion. However, extreme cases of behavior, clearly and consistently disruptive to departmental affairs may be considered.

In voting for requests for promotion and/or tenure, the department will meet as a committee of the whole. All tenured members of the department (including those with full time appointments and those with partial phased retirement status) are eligible to vote on such matters.

TEACHING

General: The amount, variety and quality of contacts with students, both formal and informal, constitute a fundamental dimension for evaluating suitability for promotion. As is the case with the other two dimensions, it is difficult to grade the quality of teaching performance. Among the specifics to be considered in this category are the number and diversity of courses taught, involvement in curriculum development and in special workshops and conferences, and ratings of teaching by both students and peers.

A. Promotion to Associate Professor is dependent on demonstrated enthusiasm and capability for communicating psychological knowledge and skills to students in the classroom. Annual evaluations of Assistant Professors will be based on progress toward meeting the following criteria for promotion to associate professor:

1. As a minimum, the faculty member's teaching involvement must include a yearly teaching load of courses consistent with the teaching load of the other faculty members
in the department.
2. Sponsorship of directed readings/independent study and/or research involving students will be considered favorably.
3. The quality of the candidate’s teaching will also be of concern. Of particular interest are the following:
   a. Teaching effectiveness as judged by the committee.
   b. Course evaluations using standard rating forms. The mean and/or median rating on questions pertaining to preparation for class, overall rating of the instructor, and overall rating of the class will be the critical items of concern.
   c. Signed statements received from students pertaining to the candidate’s teaching effectiveness.
   d. Syllabi, tests, assignments and the use of instructional technology.
   e. Any other evidence of teaching effectiveness that the candidate may present.

B. Promotion to Full Professor is dependent on a continued high order of performance, as evidenced by peer review and positive student ratings. The faculty member should show evidence of working with students on directed readings/independent research. Annual evaluations of Associate Professors will be based on these criteria and those in Section A above.

C. Evaluations of Full Professors will be based on the same criteria as for promotion to that rank.

SCHOLARSHIP/RESEARCH

General: The candidate for promotion to Associate Professor is expected to have made a significant scholarly contribution to psychology. Publications provide a concrete indication of scholarship, in terms of both quantity and quality.

The department desires to promote only those who are likely to continue to be productive scholars after their promotion. The likelihood of continued scholarly productivity will be judged on the basis of the amount of research and continuity of involvement in research during the candidacy period.

A. Promotion to Associate Professor depends on meeting specific requirements indicative of a high level of scholarly productivity. Annual evaluation of Assistant Professors will be based on progress toward meeting the following criteria for promotion to Associate Professor.

   1. As a minimum standard of scholarly accomplishment for promotion, the candidate should have an average of at least one scholarly publication/presentation per year. For this purpose, authorship and/or co-authorship on published articles, poster/paper presentations at scientific meetings, published books, chapters in edited books, and
book editorship will be considered as evidence of scholarship. Articles or books that have been accepted for publication ("in press") are to be counted.

The overall quality of these publications must indicate that the candidate has made a significant scholarly contribution to psychology. Publication quality will be judged on the basis of:

a. The reputation and editorial standards of the journals/meetings in which the articles/papers/posters are published/presented.

b. The impact of the publications on the discipline, as judged by researchers at this and other institutions. At least three letters in support of the candidate’s promotion must be received from recognized authorities in the candidate’s research area outside of USM. [At least two of the letters must be from people who were not on the candidate’s doctoral committee.]

c. Unpublished manuscripts which provide evidence of scholarship in the judgment of the peer committee and an external reviewer.

d. Scholarly research/grant applications approved by or approved and funded by internal or external funding sources.

B. Promotion to Full Professor depends on the demonstration of outstanding scholarship and being recognized by peers, nationally and/or internationally, as having made a significant contribution to his/her area of expertise. Candidates for promotion to Professor are expected to have made significant additional scholarly contributions since their promotion to Associate Professor. Furthermore, consistent with university criteria for this rank, candidates for promotion to full professor must document a national and/or international reputation in their field of expertise. Annual evaluations of Associate Professors will be based on these criteria and those described in section A, above except that peer letters will not be required.

C. Evaluations of Full Professors will use the same criteria as for promotion to Professor except that peer letters will not be required.

SERVICE

General: Service as a category to be considered in promotion includes involvement in community affairs (e.g., serving on university committees, research or clinical consultation to community programs, assistance to state and local agencies that serve the people of Maine, participation on public commissions, councils or advisory boards), involvement in university or departmental work, and service in the discipline.

A. Promotion to Associate Professor may be strengthened by a good record, particularly if the
candidate's work on service tasks has brought credit to the department and the university. Annual evaluations of Assistant Professors will recognize achievement in the areas of service outlined below:

Areas of service include:
1. Undergraduate advising.
2. Service on Department Committees.
3. Service on University Committees.
4. Consulting in a professional capacity.
5. Lectures, panel discussions, workshop presentations.
6. Service to professional or scientific organizations, as an office holder or committee member.
7. Service as an editor or member of the board of editors of a scholarly journal.
8. Reviewer of manuscripts.

B. Promotion to Full Professor is strengthened by the attainment of a reputation as a leader in advancing psychology's contributions to the community, the university, or the profession. Promotion to Full Professor will be enhanced by exceptionally high quality contributions to public/community/professional service. Annual evaluations of Associate Professors will recognize these achievements as well as those outlined in A. above.

C. Evaluations of Full Professors will use the same criteria as for promotion to that rank.