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DATE: July 6, 2011

TO: William M. Sherman
Sr. Vice President, Provost and C.O.O.

FROM: Chand Midha
Dean

RE: Reappointment, Tenure and Promotion Guidelines and Criteria

The attached guidelines have been approved by the faculty of the Department of Psychology on March 6, 2011.

I have approved all attached guidelines and criteria.

If you concur, we ask that you also approve the guidelines and criteria.

Paul E. Leung
Department Chair or Faculty Representative

7/6/11
Date

John F. Zipp
Dean

7/6/11
Date

Wm. Sherman
Senior Vice President, Provost
and Chief Operating Officer

7/13/11
Date

Criteria for Reappointment, Tenure and Promotion of Tenure Track Bargaining Unit Members in the Department of Psychology

Introduction

The UA-Akron AAUP Collective Bargaining Agreement (CBA) contains processes, timelines and procedures for the Retention, Tenure and Promotion (RTP) of Bargaining Unit members, and should be referred to for such matters. This document serves to enumerate the minimum criteria for tenure/promotion relevant to the discipline(s) represented in the academic unit listed above. These criteria may include quantitative and/or qualitative measures, and meeting these minimum criteria does not guarantee a positive recommendation. Nothing contained in this document can conflict with the CBA or University rules.

1. Materials for the RTP file

Specific materials, other than those already specified in the CBA, that are to be included in the candidate's RTP file. (If not applicable, please fill in this section with "N/A").

A. Teaching: N/A

B. Research/Scholarly Activity: In addition to the materials to be submitted for review (i.e., copies of published works) for RTP that are specified in the collective bargaining agreement, the candidate for retention, tenure, or promotion will also submit a research narrative that outlines a program (or programs) of research, bringing together published works, works in progress, and projections for future research. A narrative account integrates projects, showing how they are connected by theory and/or application. This narrative should highlight how the candidate meets the criteria established by the department and the university.

C. Service: Candidates will also include a separate narrative of their service activities that addresses the importance of their contributions in areas internal and external to the university

2. Annual Reappointment

Clear and specific measures of performance and indications of progress toward tenure.

A. Teaching: This dimension incorporates more than classroom teaching. Specifically, advising, curricular development, accreditation activities, and administration/supervision are also included. For most faculty, the primary criteria for this dimension will be based on classroom teaching, but for others who have more administrative duties (e.g., Associate Chair, Introduction to Psychology Coordinator), these may be considered as well. The following criteria may be

used in evaluating the degree to which a faculty member has acceptable performance on this dimension:

- a. Documented summaries of formal course evaluation results as operationalized by student ratings of teaching. Across all courses taught during Fall and Spring semesters of the relevant academic year(s), and the Summer terms preceding the Fall of the academic year(s) under consideration, a mean raw score of 3.25, on a 1-5 scale where 5 indicates a better rating, is expected to be achieved on the following three items: "Overall, I rate this instructor as an excellent teacher," "Overall, I rate this course as excellent," and "I would rate this instructor's teaching effectiveness relative to other University of Akron instructors."
- b. Peer Review of Teaching Committee reports (see Appendix A for procedures).
- c. Supervision of undergraduate and/or graduate research projects, typically indicated by some or all of the following: supervision of independent reading and research projects, undergraduate honors theses, graduate theses and dissertations, and service on thesis and/or dissertation committees.
- d. Supervision of teaching assistants.
- e. Documented summaries of student achievement in courses, such as assessments of the degree of learning that took place in each class.
- f. General reputation as a "good" teacher, i.e., knows his/her subject matter, communicates well to the student, instills an appreciation for the subject matter, inspires student interest, grades fairly and objectively, etc.
- g. Introduction of innovative approaches and techniques to teaching.
- h. Accessibility to students.

B. Research/Scholarly Activity: This dimension of performance is the most heavily weighted in RTP decisions. Refereed publications of high quality are preferred (see Department of Psychology Journal Rankings System) and other quality publications are important as well. Failure to produce the minimum number of publications is sufficient justification to deny reappointment, tenure, or promotion. However, meeting the minimum number of publications does not guarantee a favorable decision.

- a. Articles in refereed journals, books, and book chapters are preferable to technical reports, articles in non-refereed journals, and other works that are not subject to peer review.
- b. Journals that are of recognized quality and are within the mainstream of psychology are preferred.
- c. It is expected that some top tier publications will be in the area of the faculty member's specialty. However, it is also recognized that publications in more narrow areas of research or teaching specialization of the faculty member will also be highly valued in RTP decisions.
- d. In addition, the Department recognizes the scholarship of teaching and learning as a legitimate and important research area. For faculty who work in this area, high quality publications on the scholarship of teaching (such as those in the Journal of Educational Psychology) will merit consideration for RTP.
- e. The Citation Index may be used as an aid in evaluating the professional impact of a faculty member's publications - particularly for Promotion to Professor.
- f. To be eligible for *Reappointment after the First Year*, a faculty member must demonstrate either (a) evidence of progress since the previous review on at least one

publication that may be expected to be accepted in a level 3, 4, or 5 journal, where such evidence may include designing a study, collecting data, analyzing data, preparing a manuscript, submitting a manuscript, revising and resubmitting a manuscript, or acceptance of a manuscript; or (b) evidence of progress toward submission of an externally funded grant of \$25,000 or more, where such evidence may include preparing a proposal or submitting a proposal.

- g. It is expected that the same level of progress will not be used as evidence in multiple years. Thus, it is expected that in succeeding years, the efforts will eventually result in a record of multiple publications in levels 3, 4, or 5 journals that is consistent with meeting the minimum requirements for favorable consideration for Tenure and Promotion.

C. Service: This category includes service to The University of Akron, the college and department, the professional community, and discipline-related service to the community at large. The category includes specific service-oriented activities such as: committee membership (both within and outside the university); special services rendered to students, faculty, and administration, including formal services to the AAUP; service as area chair; interaction with and helpfulness to the growth, development and functions of The University of Akron; meetings attended; organizations chaired; consultations rendered (to industry, government, community, state, social services, courts, editorial boards, ad hoc journal reviewing, American Psychological Association divisions, projects, etc.); workshops given; memberships in professional organizations (e.g., American Psychological Association, Ohio Psychological Association); awards and recognitions; and licensure and certification. Expectations regarding service differ as a function of the particular RTP decision.

- a. It is anticipated that candidates for Reappointment after the First Year will be involved in some departmental service (such as serving on at least one administrative committee), but only minimally involved in community, university, or national service.

3. Indefinite Tenure and Promotion to Associate Professor

Clear and specific minimum criteria that a candidate must meet to be recommended for tenure and promotion to Associate Professor.

A. Teaching: This dimension incorporates more than classroom teaching. Specifically, advising, curricular development, accreditation activities, and administration/supervision are also included. For most faculty, the primary criteria for this dimension will be based on classroom teaching, but for others who have more administrative duties (e.g., Associate Chair, Introduction to Psychology Coordinator), these others may be considered as well. The following criteria may be used in evaluating the degree to which a faculty member has acceptable performance on this dimension:

- a. Documented summaries of formal course evaluation results as operationalized by student ratings of teaching. Across all courses taught during Fall and Spring semesters of the relevant academic year(s), and the Summer terms preceding the Fall of the academic year(s) under consideration, a mean raw score of 3.25, on a 1-5 scale where 5 indicates a better rating, is expected to be achieved on the following three items: "Overall, I rate this instructor as an excellent teacher," "Overall, I rate this

course as excellent,” and “I would rate this instructor’s teaching effectiveness relative to other University of Akron instructors.”

- b. Peer Review of Teaching Committee reports (see Appendix A for procedures).
- c. Supervision of undergraduate and/or graduate research projects, typically indicated by some or all of the following: supervision of independent reading and research projects, undergraduate honors theses, graduate theses and dissertations, and service on thesis and/or dissertation committees.
- d. Supervision of teaching assistants.
- e. Documented summaries of student achievement in courses, such as assessments of the degree of learning that took place in each class.
- f. General reputation as a "good" teacher, i.e., knows his/her subject matter, communicates well to the student, instills an appreciation for the subject matter, inspires student interest, grades fairly and objectively, etc.
- g. Introduction of innovative approaches and techniques to teaching.
- h. Accessibility to students.

B. Research/Scholarly Activity: This dimension of performance is the most heavily weighted in RTP decisions. Refereed publications of high quality are preferred (see Department of Psychology Journal Rankings System) and other quality publications are important as well. Failure to produce the minimum number of publications is sufficient justification to deny tenure and promotion. However, meeting the minimum number of publications does not guarantee a favorable decision.

- a. Articles in refereed journals, books, and book chapters are preferable to technical reports, articles in non-refereed journals, and other works that are not subject to peer review.
- b. Journals that are of recognized quality and are within the mainstream of psychology are preferred.
- c. It is expected that some top tier publications will be in the area of the faculty member’s specialty. However, it is also recognized that publications in more narrow areas of research or teaching specialization of the faculty member will also be highly valued in RTP decisions.
- d. In addition, the Department recognizes the scholarship of teaching and learning as a legitimate and important research area. For faculty who work in this area, high quality publications on the scholarship of teaching (such as those in the Journal of Educational Psychology) will merit consideration for RTP.
- e. The Citation Index may be used as an aid in evaluating the professional impact of a faculty member's publications - particularly for Promotion to Professor.
- f. *Tenure and Promotion to Associate Professor* assume consistent publication of a reasonable number of works regarded as being important for a faculty member's chosen field of endeavor. Consistency implies a steady output of work across his or her professional years. Candidates will be considered for tenure and promotion to Associate Professor simultaneously. Minimum criteria for consideration for tenure and promotion follow in the next few paragraphs.
 - i. For those requesting tenure in their 6th year, at least one top tier publication (i.e., level 4 or 5) per completed year, or two publications in level 3 per year, are expected. Over the 5 years, at least two publications at levels 4 or 5 are expected.

A candidate who has only two level 4 or 5 publications would be expected to have at least six additional (2 publications/year x 3 years) publications from level 3, a candidate who has only three level 4 or 5 publications would be expected to have at least four additional publications from level 3, and so forth, such that a candidate would be considered to have met this requirement with five level 4 or 5 publications even if there are no publications in level 3.

- ii. For those requesting tenure in their 6th year, only publications where a portion of the work was done at The University of Akron will be counted when determining whether a candidate meets the guidelines for number of publications. Which specific pre-hire works in progress meet this criterion (typically articles that are not yet in press on the candidate's application vita) will typically be determined in consultation with the department chair, by the end of the first year of service in a tenure track position.
 - iii. Exceptions to this set of publishing guidelines may be considered on an individual basis (e.g., top publications that have a particularly strong influence on the field may receive extra weight), but these exceptional circumstances shall be documented and supported with evidence such as citation counts, comments by external reviewers, and senior authorship-status.
 - iv. It is expected that some of this work be empirical in nature (both experimental and non-experimental research would meet this criterion) and that the candidate's research be both relevant to their area of hire and recognized by colleagues as important to the field.
 - v. It is expected that the candidate can demonstrate that he or she made a central contribution in a majority of these publications.
 - vi. Because issues like the impact of the research on the field and the programmatic nature of the research are to be carefully considered, it should be stressed that meeting the numeric guidelines above regarding the minimum number of publications does not guarantee a favorable tenure and promotion outcome. Furthermore, faculty members are encouraged to exceed this minimum.
 - vii. In situations where a faculty member is a Principal Investigator or Co-Investigator on extramurally funded research contracts or grants of a programmatic and scholarly nature, that information will be considered in support of Criterion B.
 - viii. It is desirable to have presented papers at national meetings, but a presented paper does not have the same importance as a published paper in a recognized journal. Nor does the publication of a paper in a conference proceeding have the same status as a journal article. Ordinarily, work based at least in part on presented papers will eventually appear in a book, book chapter, or refereed journal wherein it will carry more weight.
 - ix. Books and book chapters that can be demonstrated to be of high quality, if professional and relevant, are considered appropriate publications. Technical reports and other written materials should be included under "professional activities" rather than "publications." Publications in journals that are unrefereed should be considered to be technical reports.
 - x. The acceptance rate of a journal will be one criterion used to evaluate its quality.
- g. For *Early Tenure and Promotion to Associate Professor*, it is expected that the candidate's record be at least as strong as what is expected of a candidate's record when

he or she requests tenure in the normal time-frame (i.e., in the 6th year). Because a tenure decision is based on a five-year record, candidates who go up early for tenure and promotion to associate professor may include up to five consecutive years of evidence of post-doctoral degree scholarly activity, with as many as three of those years occurring prior to appointment at The University of Akron.

- i. The candidate for Early Tenure and Promotion to Associate Professor must meet at least the same minimum research standard required for a regular tenure and promotion decision, but it is further required that the candidate must have at least 3 publications at level 3 or 4 or 5 and at least one of these must have been at level 4 or 5 since being hired at The University of Akron. Finally, in order to be considered for Early Tenure and Promotion to Associate Professor, a faculty member must have been in a tenure track position in the Psychology Department at The University of Akron for at least two years.

C. Service: This category includes service to The University of Akron, the college and department, the professional community, and discipline-related service to the community at large. The category includes specific service-oriented activities such as: committee membership (both within and outside the university); special services rendered to students, faculty, and administration, including formal services to the AAUP; service as area chair; interaction with and helpfulness to the growth, development and functions of The University of Akron; meetings attended; organizations chaired; consultations rendered (to industry, government, community, state, social services, courts, editorial boards, ad hoc journal reviewing, American Psychological Association divisions, projects, etc.); workshops given; memberships in professional organizations (e.g., American Psychological Association, Ohio Psychological Association); awards and recognitions; and licensure and certification. Expectations regarding service differ as a function of the particular RTP decision.

- a. Those candidates for *Tenure and Promotion to Associate Professor* are expected to have been active in departmental service (such as serving on administrative committees or possibly chairing a committee), active in university service (such as serving on a university-wide or college committee), and somewhat active in national service (such as reviewing papers for a conference or journal).

4. Promotion to Professor

Clear and specific minimum criteria that a candidate must meet to be recommended for promotion to Professor.

A. Teaching: This dimension incorporates more than classroom teaching. Specifically, advising, curricular development, accreditation activities, and administration/supervision are also included. For most faculty, the primary criteria for this dimension will be based on classroom teaching, but for others who have more administrative duties (e.g., Associate Chair, Introduction to Psychology Coordinator), these others may be considered as well. The following criteria may be used in evaluating the degree to which a faculty member has acceptable performance on this dimension:

- a. Documented summaries of formal course evaluation results as operationalized by student ratings of teaching. Across all courses taught during Fall and Spring

semesters of the relevant academic year(s), and the Summer terms preceding the Fall of the academic year(s) under consideration, a mean raw score of 3.25, on a 1-5 scale where 5 indicates a better rating, is expected to be achieved on the following three items: "Overall, I rate this instructor as an excellent teacher," "Overall, I rate this course as excellent," and "I would rate this instructor's teaching effectiveness relative to other University of Akron instructors."

- b. Peer Review of Teaching Committee reports (see Appendix A for procedures).
- c. Supervision of undergraduate and/or graduate research projects, typically indicated by some or all of the following: supervision of independent reading and research projects, undergraduate honors theses, graduate theses and dissertations, and service on thesis and/or dissertation committees.
- d. Supervision of teaching assistants.
- e. Documented summaries of student achievement in courses, such as assessments of the degree of learning that took place in each class.
- f. General reputation as a "good" teacher, i.e., knows his/her subject matter, communicates well to the student, instills an appreciation for the subject matter, inspires student interest, grades fairly and objectively, etc.
- g. Introduction of innovative approaches and techniques to teaching.
- h. Accessibility to students.

B. Research/Scholarly Activity: This dimension of performance is the most heavily weighted in RTP decisions. Refereed publications of high quality are preferred (see Department of Psychology Journal Rankings System) and other quality publications are important as well. Failure to produce the minimum number of publications is sufficient justification to deny promotion. However, meeting the minimum number of publications does not guarantee a favorable decision.

- a. Articles in refereed journals, books, and book chapters are preferable to technical reports, articles in non-refereed journals, and other works that are not subject to peer review.
- b. Journals that are of recognized quality and are within the mainstream of psychology are preferred.
- c. It is expected that some top tier publications will be in the area of the faculty member's specialty. However, it is also recognized that publications in more narrow areas of research or teaching specialization of the faculty member will also be highly valued in RTP decisions.
- d. In addition, the Department recognizes the scholarship of teaching and learning as a legitimate and important research area. For faculty who work in this area, high quality publications on the scholarship of teaching (such as those in the Journal of Educational Psychology) will merit consideration for RTP.
- e. The Citation Index may be used as an aid in evaluating the professional impact of a faculty member's publications - particularly for Promotion to Professor.
- f. *Promotion to Professor* assumes a consistent publication rate subsequent to promotion to Associate Professor. The published work should be of such quality as to assure the faculty member a nationally or internationally recognized reputation in his/her chosen field of endeavor.
 - i. This research should be programmatic and advance the candidate's chosen field.

- ii. It is encouraged that some of this research be extramurally funded..
- iii. It is expected that at least one of these published works appear in a level 4 or 5 outlet
- iv. Citation index and professional, external peer review (requested by the committee) will be used as an aid in evaluating the candidate.

C. Service: This category includes service to The University of Akron, the college and department, the professional community, and discipline-related service to the community at large. The category includes specific service-oriented activities such as: committee membership (both within and outside the university); special services rendered to students, faculty, and administration, including formal services to the AAUP; service as area chair; interaction with and helpfulness to the growth, development and functions of The University of Akron; meetings attended; organizations chaired; consultations rendered (to industry, government, community, state, social services, courts, editorial boards, ad hoc journal reviewing, American Psychological Association divisions, projects, etc.); workshops given; memberships in professional organizations (e.g., American Psychological Association, Ohio Psychological Association); awards and recognitions; and licensure and certification. Expectations regarding service differ as a function of the particular RTP decision.

- a. Candidates for *Promotion to Professor* are expected to be service leaders at the department, university, and national level.
 - i. These individuals should be active leaders and chairs of departmental committees (e.g., faculty search committees, by-laws committee) while also taking a leadership role within the university.
 - ii. These candidates should be recognized across campus by colleagues as leaders and solid organizational citizens.
 - iii. In addition, part of establishing a national reputation in one's field involves considerable national service such as holding office in professional organizations (e.g., APA, APS), being on committees of national organizations (e.g., SIOP program steering committee), or contributing to the review process of scholarship (e.g., ad-hoc reviewing and editorial board service). Candidates should be recognized and respected for their service to the field of psychology or their particular sub-specialty.

5. Materials for External Review

Specific materials that are to be sent to external reviewers for tenure and promotion cases and the bases by which these materials are assessed (if teaching and/or service are not assessed by external reviewers, please indicate this by noting "N/A").

A. Teaching: N/A

B. Research/Scholarly Activity: External reviewers should then be sent a packet of materials including:

- (a) a copy of the candidate's current academic vita;
- (b) a research narrative provided by the candidate that outlines the candidate's program (or programs) of research, bringing together published works, works in progress, and descriptions of relevant external funding
- (c) copies of all relevant published, in-press, and in progress manuscripts, as provided by the candidate.

C. Service: External reviewers should be sent the candidate's vita along with a narrative describing the nature and importance of the candidate's service internal and external to the university.

D. Bases of Assessment (e.g., a unit may include the language for their letter soliciting the external review): External reviewers will be sent a packet of materials including a copy of the Department of Psychology Criteria for RTP. The letter of request to the reviewer will indicate: (a) the role external reviewer reports play in the tenure decision; (b) an indication of the relevant sections of the Criteria for RTP that should be addressed in evaluating the candidate's research productivity and service; (c) how issues of confidentiality and disclosure will be handled, and (d) when the reviewer's letter is due.