

Guidelines for Tenure and Promotion to Associate Professor in the Department of Psychology

Candidates being considered for promotion to the rank of Associate Professor (with tenure) in the Department of Psychology at Texas A&M University are expected to be outstanding scholars, teachers, and academic citizens. Upon appointment to the Department of Psychology, new Assistant Professors will be assigned a two person faculty mentoring team, each of whom holds the rank of either Associate or Full Professor. Prior to consideration for tenure and promotion, Assistant Professors should work closely with their faculty mentor and the Department Head to ensure that they understand the Departmental expectations for research, teaching, and service. All Assistant Professors are reviewed annually by the Promotion and Tenure Committee, which evaluates the faculty member's research, teaching, and service contributions during the prior year as well as their overall record to date. The Promotion and Tenure Committee conveys the results of this review to the candidate through a letter and the candidate also receives written/verbal feedback from the Department Head. It is highly recommended that the candidate take this feedback seriously and address any issues or concerns prior to the next annual evaluation. It is also highly recommended that assistant professors speak with their faculty mentors to discuss strategies for maintaining or improving their research, teaching, and/or service record based on the annual review. Specific expectations for research, teaching, and service activity are detailed below. In addition to these expectations, the Department also considers a candidate's ability to work effectively with colleagues in the department, the College, the University, and in the discipline.

Please note that the list below does not reflect specific requirements for Tenure and Promotion, but only serves as a guideline to developing a successful portfolio. These are recommended guidelines, not fixed criteria.

Research

Candidates are expected to establish an independent, productive, visible research program involving graduate and undergraduate students, and actively seek extramural research funding. Successful candidates for tenure are expected to have contributed to research by:

- Establishing an active research program at TAMU focused on understanding some aspect of behavioral, psychological, or neurobiological function relevant to one or more of the many interest areas of the department and the field of psychological science at large. It is expected both graduate and undergraduate students will be active participants in this research program. Although, candidate should show independence of their primary graduate school research mentor, the development of substantive collaborations with faculty within the department or in other departments and institutions is also encouraged.
- Publishing a programmatic series of papers relevant to the candidate's research theme. Successful candidates should average 2-3 publications per year (e.g., 10-15) published or in press (within the tenure window) at the time they are reviewed for promotion. Of these, it is expected that candidates publish as a senior author (generally first author, or first faculty author following graduate or undergraduate student authors, or last author as is appropriate in some journals) at least 6 empirical, theoretical, or review papers in which the research, review, or theory development was conducted as an independent principal investigator at TAMU. One hallmark of independence is that the work does not

include the graduate or postdoctoral advisor as authors. Another hallmark of independence is evidence of developing papers that evolve in theory, method, or population relative to the graduate advisor (e.g., work with advisor is correlational whereas independent work is interventions) The papers should describe new data, a substantive theoretical advance, or an extensive scholarly review of an area of research related to the candidate's work.

- Publishing their work in top-tier academic journals in the candidate's research area or the field at large. There are many factors that influence the quality of various journal outlets and the work published therein. Outstanding academic journals have at least several of the following qualities: indexed in standard databases (e.g., PubMed, PsycINFO); a rigorous peer review process; publish significant work (indexed by citation metrics including 5-year impact factor); led by an internationally recognized editor and editorial board; published by the American Psychological Association or by the American Psychological Society or by equivalently prestigious international associations. Faculty mentors can often provide helpful advice on the appropriate outlets to target for publication. Publications in non-peer reviewed journals, magazines, or newsletters are not considered in the research dossier but might be considered in the teaching or service dossier, depending on their content and audience.
- Presenting at least one scholarly work per year on average at international or national scientific meetings. These presentations can take the form of posters or oral talks presented by the candidate or their students.
- Actively engaging in obtaining extramural research funds. The candidate should submit high quality (as indicated by the P&T review of grant proposals submitted) proposals to a federal agency such as the National Institutes of Health or the National Science Foundation; and/or private foundations such as the Alzheimer's Association, the Brain & Behavior Research Foundation. The strongest candidates for promotion to Associate Professor with tenure will have secured extramural funding prior to consideration for tenure, in addition to meeting or exceeding expectations in research productivity and manuscript placement.

Teaching

Candidates are expected to be competent instructors on both the undergraduate and graduate levels, and to contribute to the teaching mission of the department by teaching courses important for the undergraduate major and the graduate core requirements. Prior to consideration for tenure, the candidate should have contributed to the teaching mission of the department by:

- Teaching at least one high enrollment course on a regular basis, unless specifically tasked to teach other courses (e.g., graduate statistics sequence)
- Teaching courses at both the undergraduate and graduate levels, unless specifically tasked to teach other courses (e.g., graduate statistics sequence)
- Collecting student evaluations at the end of each course; whether conducted online or in class candidates should encourage students to submit course evaluations
- Having had their teaching evaluated by a committee of 3 tenured faculty before the third year review and again before the tenure materials are produced.. This committee will consist of the Undergraduate Committee Chair and two other tenured faculty from the Psychology department (including one from the candidate's area of research within the

department). This committee will also review the candidate's teaching evaluations in order to provide additional feedback. The committee will then discuss with the candidate any weak elements of his/her teaching and make suggested changes for improvement in their courses and/or teaching style.

- Demonstrating evidence of supportive and effective mentorship to graduate and undergraduate students in their laboratory or on their research team. Graduate students should have proceeded through the department's graduate program in a timely manner, meeting departmental deadlines for coursework and graduate program requirements (e.g., Master's proposal, Master's thesis) and progressing in their professional development (e.g., presenting at national or international conferences, submitting manuscripts).

Service

The principle of shared governance depends on faculty contributing time and effort to the maintenance and development of the university. Although assistant professors' time should generally be spent on research and teaching, assistant professors are also expected to contribute to the common mission of the Department, although to a lesser extent than tenured colleagues. The candidate is expected to have contributed through service to the department, University, and scientific community in the following ways:

- Department
 - The candidate should have served on at least 2 departmental committees. Candidates are expected to attend all meetings of the committee, participate actively in committee discussions, and contribute to committee decisions.
 - The candidate shall contribute significantly to the intellectual and pedagogical life of the department by participating in such departmental activities.
 - It is also suggested that the candidate be involved in organizing colloquia or other department-affiliated seminars to give them a chance to interact with internationally known scholars from other institutions.
- College/University
 - Service to or involvement in some College or University level activities prior to consideration for tenure is highly recommended.
- Scientific community
 - Candidates should be actively peer-reviewing manuscripts for various journals in their field.
 - Candidates should be members of scientific societies relevant to their work (e.g., Society for Neuroscience, Association for Psychological Science, Association for Behavioral and Cognitive Therapies, American Psychological Association).
 - It is highly recommended that candidates become involved in other service to their field with such activities as grant reviewing, editorial board memberships, advisory boards, or society leadership positions (e.g., secretary or treasurer of a scientific society).