

**University of Maine**  
**Department of Psychology**  
**Criteria For Evaluation and Promotion**

The Department of Psychology employs the general criteria for tenure and promotions stated in the Faculty Handbook. Beyond these, an attempt is made to define more precisely the degree of accomplishment which should be demonstrated for a recommendation for promotion. All considerations for tenure and promotion are made by a relevant peer committee. The peer committee for evaluating the tenure and promotion credentials of assistant professors consists of all of the tenured associate professors and professors in the department.

As a general rule, promotion is viewed as a reward for achievement rather than for promise. Achievement is judged against the relevant functions, roles and tasks for which the faculty member is employed, rather than against irrelevant or peripheral ad hominem considerations. 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 scholarship, teaching, and service. Collegial behavior, cooperative attitude, and acceptance of personal responsibility for one's actions are all valuable assets of a departmental member. Extreme cases of behavior, clearly and consistently disruptive to departmental affairs, as determined by 80% of the tenured members, may be given a negative weighting, as may unethical conduct. Persons who are appointed at the rank of associate professor or professor will be evaluated for tenure on the basis of the criteria for promotion to associate professor or professor respectively.

**TEACHING & ADVISING**

General: The amount, variety and quality of contacts with students--formal and informal, graduate and undergraduate, in supervision, directed reading and research, field experience, clinical practicum, and classroom teaching--constitute a fundamental dimension for evaluating suitability for promotion. As is the case with the scholarship and service 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, laboratory or clinic. 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. a yearly teaching load of undergraduate and graduate courses consistent with the teaching load of the other faculty members in the Department.
    - b. directing on the average, at least one student per year in individualized reading, research, honors thesis, field experience, or clinical practicum courses.

- c. a yearly advising load of undergraduate students consistent with the advising load of the other faculty members in the department.
  - 2. The candidate for promotion's involvement in thesis supervision should typically include: chairing at least one doctoral dissertation committee or master's thesis committee and being a member of others. If the candidate has not directed a dissertation, this requirement may be satisfied by having been a member of dissertation committees.
  - 3. Overload teaching which helps meet departmental needs also will be considered favorably.
  - 4. The quality of the candidate's teaching will also be of concern. Of particular interest are the following:
    - a. teaching effectiveness at both the graduate and undergraduate level as judged by a peer committee.
    - b. course evaluations using standard rating forms by undergraduate and graduate students. The candidate should be rated by his/her students as at least above the mid-point on the items directly related to teaching performance.
    - c. written and signed statements received from either undergraduate or graduate students pertaining to the candidate's teaching effectiveness.
    - d. innovative teaching including both new methods of teaching and institution of new courses.
  - 5. The quality of the candidate's advising will also be of concern. Of particular interest are the following.
    - a. advising effectiveness at both the graduate and undergraduate level as judged by a peer committee. Advisor availability, posting and keeping regular office hours, and knowledge of department, college, and university policies, procedures and resources are all considered evidence of effectiveness in this area.
    - b. innovative or new methods of advising.
- B. Promotion to 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 or continuing participation in chairing and/or serving on dissertation committees and in working with students in directed reading, research, and practicum courses. Annual evaluations of Associate Professors will be based on these criteria and those in Section A above.
- C. Evaluations of Professors will be based on the same criteria as for promotion to that rank.

### SCHOLARSHIP

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 people 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 scholarly activity and continuity of involvement in those activities 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 must be the first author of at least four scholarly publications, and a research grant application must be submitted to an external funding agency. For this purpose, scholarly publications include articles published in high quality journals, books, and chapters in edited books. Articles or books that have been accepted for publication ("in press") are to be counted.
  2. The candidate may propose that one or more of the following be substituted for first author publications:
    - a) co-authorship of a book
    - b) a first authored book which may count as more than one publication
    - c) second authored publications for which the candidate is able to produce evidence that author-order was arbitrarily determined (Ordinarily, this would appear as an author note in the publication.)
    - d) substantial activities directed toward obtaining research grant support from external funding agencies, such as being rated favorably or funded by funding agencies (NIH, NSF, etc.)

The weighting of these substitutes is at the discretion of the peer committee.

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

- a. the reputation and editorial standards of the journals in which the articles are published.
  - 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 UM. At least two of the letters must be from people who were not on the candidate's doctoral committee.
  - c. the impact of the publications, as is evidenced by citations by other authors.
3. Besides the minimum of four publications described in A.1., the candidate must submit additional evidence of scholarly accomplishments falling into one or more of the following categories:
    - a. co-authorship of scholarly publications based on research conducted since the candidate's appointment as an Assistant Professor.
    - b. authorship and/or co-authorship of scholarly publications based on research conducted prior to the candidate's appointment as an Assistant Professor.
    - c. papers, symposia, workshops, or invited addresses presented at professional meetings.
    - d. editing a scholarly book.
    - e. scholarly research grant applications approved by or approved and funded by

external funding agencies.

- f. service as an editor or member of the board of editors of a scholarly journal.

Note: The Peer Committee may, at its discretion, require that some of the publications submitted to fulfill requirements A.1. and A.2. be based on research conducted since the candidate's appointment to the UM faculty.

- B. Promotion to Professor depends on the demonstration of outstanding scholarship and being recognized by peers 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. Annual evaluations of Associate Professors will be based on the criteria and those described in section A, above except that peer letters will not be required.
- C. Evaluations of 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 qua psychologist (e.g., serving on university committees, research or clinical consultation to programs, assistance to state and local agencies which serve the people of Maine, participation on public commissions, councils or advisory boards), and/or involvement in university or departmental work.

- 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 listed below.
1. Areas of Service include:
    - a. service on University Committees
    - b. service on Department Committees
    - c. consulting in a professional capacity
    - d. lectures, panel discussions, workshop presentations.
    - e. service to professional or scientific organizations, as an office holder or committee member
    - f. reviewing of journal articles, grants, and books
- B. Promotion to Professor is strengthened by the attainment of a reputation as a leader in advancing psychology's contributions to the public, the community, or the University. Promotion to Professor will be enhanced by exceptionally high quality contributions to public/community service. Annual evaluations of Associate Professors will recognize these achievements as well as those outlined in A.1. above.
- C. Evaluations of Professors will use the same criteria as for promotion to that rank.

### Post-Tenure Review

General: Regular review of faculty members= teaching, scholarship, and public service continues after tenure has been awarded.

A. Areas Routinely Reviewed: Tenured faculty members= performance in the following areas are rated:

- a. student evaluation of instruction
- b. involvement in teaching
- c. involvement in research and/or other scholarly endeavors (e.g., text or grant writing; editorial duties)
- d. quality and rate of publication
- e. contribution to the undergraduate program (e.g., advising)
- f. contribution to the graduate program (e.g., thesis, supervision, committee work)
- g. public service: contribution to other department activities (e.g., committee work, university activities or community activities)

B. Schedule of Peer Review

- a. Associate Professors are reviewed by a committee of six tenured faculty members every two years.
- b. Professors are reviewed by a committee of six tenured faculty members every four years.
- c. All Tenured Faculty are reviewed every year by the department chair.

Revised: May 20, 2004

The evaluation criteria for the Department of Psychology have been approved.

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