This document describes some factors considered in decisions about promotion to the rank of associate professor with tenure and to the rank of full professor in the Department of Psychological Sciences. The official University criteria and procedures for promotion and tenure are outlined in the University Promotion Policy (Form 36). The criteria listed below are intended as useful information both for faculty seeking promotion, and for members of the Department’s Primary Committee and members of the CLA Area Committee who have responsibility for evaluating candidates’ credentials. The items included in this discussion are not intended to be a checklist for promotion. Instead, each of them will be evaluated in the context provided by the full record.

**Research/Discovery**

The primary mission of the Department of Psychological Sciences is to achieve excellence in research and discovery. Consequently, the department expects that all candidates for promotion demonstrate a sustained record of scholarly achievement. The general criteria for advancement to associate professor and full professor are outlined in the University Promotion Policy. With regard to demonstrating excellence in research or creative endeavor, section B of Form 36 is relevant. However, the department considers it valuable to supplement these university regulations with further guidance about expectations for faculty.

The evaluation of research excellence involves an examination of a number of criteria. Of course, there is the evaluation of the *productivity* of a candidate. However, evaluation of research excellence also involves examination of the *quality* of the research, its *impact* on the research activities of others in the field, the *continuity* of the candidate’s research program, and the *intellectual independence* of the research program. All junior faculty should recognize that these criteria will form the basis for recommendations of promotion as they plan their research activities. Further, candidates should discuss these criteria explicitly when preparing their statements of current research interests (as specified in section B7 of Form 36).

**Productivity** – In assessing productivity, faculty should be aware that primary emphasis will be given to publications in refereed journals. Authored books, edited books, and book chapters will be considered positively in the context of a sustained record of refereed publications and where such work indicates evidence of national and international recognition. Textbooks can contribute to the scholarship of a field when they make a significant and demonstrable intellectual contribution. However, the contributions of book chapters and textbooks must be documented, and authored books, edited books, book chapters and textbooks are generally more useful for demonstrating scholarship at senior levels. Presentations at meetings are encouraged as a way of testing ideas in public forums and indicating active involvement in the field but will not substitute for publications in refereed journals.

**Quality** – The quality of a candidate’s research will be an important component of the assessment of scholarly contribution. Members of the primary committee have the responsibility for examining the publications of candidates when making judgments of quality. In addition, the quality of the journals, as indicated by such things as reputation, editorial board members, impact and rejection rates, will be considered in judgments of quality. Outside reviewers will be asked
to make judgments of research quality and of the quality of the journals in which the publications appear. It is expected that these reviewers will be experienced and senior members of the field, holding the rank of full professor. It is natural that evaluators will tend to discount the opinions of reviewers with close personal or professional relationships with the candidate, and therefore candidates would be advised to consider this when recommending outside reviewers.

**Impact** – Candidates must be able to demonstrate that their research has an impact on their field of inquiry. Outside reviewers will be asked to evaluate the impact or likely impact of the research program. Citation analyses can supplement reviewers’ assessments of impact, but those analyses must be done in the context of the citation expectations for top scholars in the candidate’s area of research. When thinking about where to submit one’s research for publication, faculty should consider both the quality of the journal as well as the visibility of the journal. Publication in widely read and respected journals will generally lead to greater impact.

Candidates for promotion to associate professor should show evidence of developing national and international recognition. Editorial board memberships can be evidence of such recognition for both levels of promotion. Editorships and memberships on grant panels, more likely for more senior scholars, can also be evidence of recognition for candidates for promotion to associate professor.

For promotion to full professor candidates must be able to show evidence of intellectual leadership and impact on the research of the field. Major theoretical contributions that influence the research programs of other scholars are expected.

Impact can also include development of future scholars, and therefore participation in graduate education will be considered as evidence of research excellence, as outlined in Form 36.

**Continuity** – It is expected that candidates for promotion be able to demonstrate the programmatic nature of their research. Of course, this does not mean that candidates are discouraged from moving into new areas. It simply means that the primary committee believes that contributions usually develop out of continuous efforts to solve problems.

**Intellectual Independence** – The primary committee recognizes the value of interdisciplinary and collaborative research but believes that all candidates for promotion should be able to demonstrate intellectual independence in their program of research and significant contributions in their published papers. Traditional ways of demonstrating such contributions include sole authored or senior authored papers, as well as publications within a candidate’s research program with his or her own students. If issues arise regarding responsibility for collaborative work, candidates will be asked to provide evidence regarding their contributions.

**External Funding** – External funding is strongly encouraged; applications for external funding are expected. In addition to its ability to facilitate the conduct of research, external funding helps to demonstrate continuity, impact and intellectual independence. Consequently, the primary committee will look closely at the history of external funding when examining the case for promotion. However, external funding should not be considered a litmus test for promotion. That is, the absence of external funding when coupled with an otherwise excellent scholarly
Teaching/Learning

Because the primary mission of the Department of Psychological Sciences is research and discovery, it is expected that in almost all cases promotion and tenure will be based on a faculty member’s research contributions (as described above.) Of course, those being promoted on the basis of research excellence should also be able to demonstrate evidence of quality teaching. Section A of Form 36 outlines the University’s beliefs about the kinds of data that support teaching excellence. Candidates should make reference to this section when demonstrating teaching accomplishments.

Moreover, teaching at a major research university such as Purdue University also includes training and mentoring of undergraduate and graduate students. These activities often occur outside the traditional classroom setting, but are nonetheless important to one of the overall missions of a research university – e.g., the development of a future generation of scholars. Teaching the necessary skills to be successful in this endeavor includes supervising undergraduate honors theses and encouraging undergraduates to participate in active faculty research programs. At the graduate level supervising master’s theses and dissertations, supporting students’ efforts to publish their research, and providing guidance on the importance of and strategies for obtaining pre-doctoral and post-doctoral extramural and intramural research support are all aspects of effective teaching. Excellence in these realms can be assessed, for example, by an undergraduate’s entry into a desirable and competitive graduate training program, research publications of supervised students, and student success at obtaining research funding. Graduate training and mentoring will also be considered as teaching effectiveness is assessed, even for candidates being considered for promotion on the basis of research excellence.

Although the fundamental expectation is that promotion and tenure will be based on a faculty member’s research contributions, there may be cases in which a faculty member is specifically hired with an explicit teaching focus to his or her responsibilities or in which the faculty member, department head and the faculty member’s area all agree that a change in focus from research to teaching is in the best interests of the department. In these situations promotion based upon teaching may be warranted, in which case successful candidates will be expected to demonstrate excellence in the scholarship of teaching psychology. Specifically, the candidate will be expected to demonstrate a record of refereed publications on teaching, be developing (for promotion to associate professor) or have developed (for promotion to full professor) an international reputation on teaching, and have developed innovations in teaching that have been adopted by other universities. The publication of a textbook, regardless of how successful, will not in itself be sufficient for promotion based on teaching.

Service and Engagement

With regard to service, the Primary Committee expects faculty to share in the governance and necessary activities of the department through such things as committee assignments, teaching of service courses, and so on. Participation in similar college and university level activities is also
expected. Service to professional or governmental organizations is a component of service excellence and can involve such activities as offices held in state, national or international societies or working to translate scientific research findings into public policy decisions.

Because the department is committed to facilitating the development of faculty, assistant professors are not expected to exhibit more than a modest amount of departmental service. Candidates for full professor should be involved in service to the department and should be exhibiting demonstrable leadership in service to the profession. However, because service is not the primary responsibility of any faculty member in this department, it is not expected that promotion will be based primarily on service.

With regard to engagement, since Psychology has a long history of applied research (e.g., clinical psychology, community psychology, organizational psychology) we well understand the value of research that connects with constituencies outside of the academic community of psychologists. As evidence of this, our field has refereed journals devoted to applied research, funding is available for applied research, and scholars regularly make substantive contributions to applied as well as basic problems.

Consequently, research and scholarship that connects to the public good as well as advancing science is both valued and commonplace. In addition, the standards used to evaluate applied research are virtually identical to the standards used to evaluate basic research. These are the standards described earlier and include such things as refereed publications, external funding, national and international reputation, etc.

In this sense, “engagement” (applied research) is considered scholarship in the same way as basic research is. Both contribute to the discovery mission of the department, and both will be evaluated using the same criteria. Given the established tradition of applied research in psychology and our department’s history of successful research- and discovery-based promotions for psychologists who engage in applied research, faculty should not expect to be promoted for engagement activities that cannot be considered research and discovery.