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Provost

**PROMOTION AND TENURE GUIDELINES  
IN THE  
DEPARTMENT OF PSYCHOLOGY  
LOYOLA UNIVERSITY CHICAGO\***

(1/10/2014)

Evaluating a faculty member's contributions to the Department and to the University in terms of teaching, research, and service is an ongoing process. Some aspects of this activity are informal and qualitative, while others are more formal and quantitative. Formal evaluations occur yearly, and provide the Department Chair with information used for salary recommendations and as input to tenure and/or promotion recommendations. Recommendations concerning tenure and/or promotion also depend on additional formal evaluation procedures specifically intended for that purpose. This document describes those procedures, and the policies related to them, as they apply to the Department of Psychology. It also serves to clarify the responsibilities of the faculty member, the Department Chair, and the Department's Promotion and Tenure (P&T) Committee.

It is extremely useful for any faculty member in the Department of Psychology who seeks tenure and/or promotion to understand the basic ingredients of the process by which tenure and promotion recommendations are derived at the Departmental level. This document is intended to provide that understanding. However, before reading it, the faculty member should carefully study the Loyola University [Faculty Handbook \(2009\)](#), which provides both the rationale and background for this document, and the College of Arts and Sciences "[Rank and Tenure Procedures and Criteria](#)," which provides additional important information.

Tenure and promotion decisions are extremely important, both for University and for the faculty member involved, and should be made only after a very careful, deliberate, and searching evaluation of the faculty member's qualifications. Tenure decisions are especially important, as tenure implies a permanent life-time commitment by the University. It should be emphasized, however, that granting tenure and awarding promotions are University-level decisions, and that Departmental recommendations are only advisory. Accordingly, this document is concerned with the processes that result in a Departmental *recommendation* to grant or to not grant tenure, and/or to promote or to not promote. Once the Department's recommendation has been formulated, it is forwarded to the Dean of the College of Arts and Sciences and to the College's Rank, Tenure, and Leave Committee, which in turn make recommendations to the University Rank and Tenure Committee, and to the Provost.

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\* Accepted by the faculty of the Department of Psychology on April 16, 1992. First revision accepted by the faculty on April 15, 1993. Second revision accepted by the faculty on April 16, 1998. Third revision accepted by the faculty on

## **General Considerations**

Faculty whose current appointment is at the rank of Assistant Professor will normally be considered simultaneously for tenure and for promotion to the rank of Associate Professor. It would be highly unusual for the Department of Psychology to recommend tenure for Assistant Professors who are not also recommended for promotion, and vice versa. A recommendation for tenure and for promotion to Associate Professor is based on evidence of excellence in teaching, research, and service, as described below, and is made by the Department's P&T Committee. The Department Chair also makes an independent recommendation.

A faculty member whose current appointment is at the rank of Associate Professor with tenure and who wishes to be considered for promotion to the rank of Professor (also with tenure) should be a distinguished teacher, be a scholar with a record of significant and ongoing research, and have an exemplary history of service to the University. Here too, recommendations are made separately by the Department's P&T Committee and by the Department Chair.

Finally, all candidates for promotion are expected to conform to the standards of conduct described in the *Faculty Handbook* (Chapter 7, p. 62, of the 2009 edition).

## **Department's P&T Committee**

All full-time, tenured members of the faculty of the Department of Psychology who are at or above the rank to which the candidate seeks promotion will constitute the Department's P&T Committee for that candidate. Thus, all full-time tenured Associate Professors and Professors constitute the Department's P&T Committee for faculty being considered for promotion to the rank of Associate Professor, and all full-time tenured Professors constitute the Department's P&T Committee for faculty being considered for promotion to the rank of Professor. The Department Chair is a non-voting *ex-officio* member of both committees, and chairs the committee meetings.

## **Timing and Mechanisms of Evaluation**

The Department's P&T Committee shall meet as necessary to review, in detail, all pertinent information about each candidate being considered for tenure and/or promotion. These reviews normally occur early in the fall semester so that the Committee's recommendation may be forwarded in a timely fashion to the College of Arts and Sciences Rank, Tenure, and Leave Committee. Assistant Professors must be considered for promotion and tenure in the fall of their sixth year as an Assistant Professor. In very exceptional circumstances they may be considered earlier. Associate Professors are normally considered for promotion no sooner than the fall of their sixth year as an Associate Professor. It is the responsibility of Associate Professors who would like to be considered for promotion (and of Assistant Professors who would like to be considered early for promotion and tenure) to notify the Department Chair before the end of the spring semester that they wish to be considered the following fall.

In addition, the Department's P&T Committee shall meet as necessary to conduct a mid-probationary review of each Assistant Professor. The mid-probationary review is normally conducted during the spring semester of the faculty member's third year as an Assistant Professor. These reviews supplement the annual performance feedback provided by the Department Chair.

The Chair will inform each Assistant Professor reviewed, both orally and in writing, of the P&T Committee's evaluation of his/her progress toward tenure. This information is especially important if it appears that a faculty member is not progressing satisfactorily towards a positive tenure recommendation, and is intended to provide the faculty member an opportunity to rectify any deficiencies identified in the review. (For additional information about the mid-probationary review, see the separate document titled "*Mid-Probationary Reviews, and Tenure Reviews for Faculty Members Initially Appointed at an Advanced Rank, Department Of Psychology, Loyola University Chicago*".)

### **Criteria for Promotion and Tenure**

Recommendations for promotion and tenure are based on a careful examination of the candidate's performance in the areas of teaching, research, and service. All three areas are important.

**Teaching.** All candidates will be evaluated in part on the basis of their teaching effectiveness. Evidence of good teaching includes favorable Teacher/Course Evaluations, fair grading practices, well-organized syllabi, a favorable opinion of the candidate's teaching by those members of the faculty in the Department of Psychology who have observed him/her teach, a clearly thought through and developing philosophy of teaching, and a variety of teaching experiences including the direction of independent research. It should be noted that good teaching is expected of all faculty, and is not in itself grounds for tenure and/or promotion.

**Research.** Every candidate's scholarly productivity will be examined closely. That examination will focus on the quality, quantity, and rate of scholarly output, as well as its breadth, scope, and impact on peers working in the same research area. The record of each candidate should demonstrate the candidate's independence as a scholar, and reveal a cohesive, thematic research program. Assistant Professors seeking promotion to the rank of Associate Professor with tenure are expected to produce approximately two scholarly publications per year, on average. In cases where the average is less than two, the nature and quality of the publications, as well as other cognate endeavors such as grant activity, will factor especially heavily into the evaluation. Associate Professors seeking promotion to the rank of Professor are expected to meet similar productivity standards, and to have maintained that level of productivity for a sustained period of time prior to being considered for promotion.

The most common indicator of research productivity in psychology is a sustained rate of publication. Articles published in peer-reviewed journals are most prevalent. Other things being equal, articles published in top-tier journals are evaluated more favorably than those published in lesser journals. Likewise, sole- and first-authored articles are evaluated more favorably than articles on which one is a later-listed author. Sole- and first-authored articles are of greatest importance when evaluating Assistant Professors seeking promotion to the rank of Associate Professor with tenure. Order of authorship is typically used in psychology to indicate the authors' relative contributions to a work, which makes sole- and first-authored articles the clearest markers of independent scholarship. Articles published in journals that are not peer-reviewed count very little. Letters to the editor, newspaper articles, and book reviews are not considered research publications (but might be relevant to community and professional service).

The publication of authored books, edited books, and chapters in edited books based on one's original research, or presenting original overviews of research, are also excellent indications of scholarly activities. Textbooks are of less importance than original contributions. "Vanity Press" books (i.e., those requiring the author to pay for publication) are not viewed favorably.

Presentations at professional conferences and meetings are also considered signs of research productivity, but carry much less weight than do journal articles, books, and book chapters.

Applying for and obtaining external research grants is also an important indicator of a candidate's research productivity. Candidates seeking promotion to the rank of Associate Professor with tenure are expected to have demonstrated some grant application activity. Actual grant-getting success is more important, however, for candidates seeking promotion to the rank of Professor.

The Department's P&T Committee will also consider assessments provided by a minimum of three external referees. It is anticipated that the referees will be familiar with the candidate's research, will attest to the merit of the contributions, and will comment positively on the candidate's potential for future development. Further, in the case of candidates seeking promotion to the rank of Professor, the external referees should attest to the candidate's theoretical contributions and national reputation. Candidates will be asked to suggest a short list of potential referees. Independently, the Department Chair will also create a separate list of potential referees. At least one referee will be solicited from each list.

Evidence of future research promise is not enough to outweigh a lack of current and past research productivity. Manuscripts submitted for editorial review, or in preparation, will not substitute for research products that are already published or in press. Nor is a strong record of research and publication, by itself, sufficient grounds for tenure and/or promotion. The candidate must also demonstrate success in teaching and have a clear record of service to the Department, the College, and the University.

**Service.** Service to the Department, the University, the profession, and the community are also considered in recommendations by the Department's P&T Committee. Certain types of service are expected. For, example, it is expected that the candidate will have performed some of the normal tasks required to operate any academic department, such as serving on departmental committees, counseling and advising undergraduate students, speaking with visitors considering graduate study, advising graduate students, assisting program directors and/or the Department Chair with specific tasks, etc. In contrast, while community service is consistent with the mission of Loyola University Chicago, it is not a necessary component of the discipline of Psychology. As such, community service will be looked upon favorably, but cannot make up for deficits in service to the Department and University.

Candidates are to list all Department, University, professional, and professionally relevant community service that they have completed, along with an estimate of the amount of time these activities required. The Department's P&T Committee may ask the Department Chair to obtain written verification of the service or of the candidate's competence in the service role.

Some candidates may have been deeply involved in service activities, and the Committee will take note of such activities. Illustrations of the most heavily weighted forms of service include: (a) major service to the Department, such as directing the graduate or undergraduate program, or

frequently assisting colleagues and graduate students in research as a statistical consultant; (b) service to the University in the form of chairing major University committees or councils, or holding associate deanships; (c) major service to the profession in the form of holding office or council membership in a professional organization, or serving as an editor, associate editor, or member of the editorial board of a scholarly journal; and (d) major service to the community such as membership on the board of directors of a service agency, providing free psychological consulting to community agencies, or other services requiring competence in psychology. Note, with regard to community service, the Department's P&T Committee will take into consideration only those forms of community service that, like the other domains of service listed above, draw on the candidate's professional knowledge, skills, and abilities. Finally, it is not expected that any faculty member will be involved in a large number of these major service activities, nor is it expected that candidates, especially those seeking promotion to the rank of Associate Professor, will be involved in service to the extent just illustrated.

As is true of teaching, and research, even exceptional service is not in itself grounds for tenure and/or promotion. Thus, although some service, especially at the Department level, is expected of all, junior faculty in particular are cautioned to not become involved in time-consuming service activities that will interfere with their teaching and research.

### **Candidate's Responsibility**

Assistant Professors are automatically evaluated for promotion and tenure in the fall of their sixth year. These candidates will be contacted by the Department Chair no later than the end of the spring semester of their fifth year in order to review the Department's guidelines for preparing P&T materials (i.e., the information contained in this document).

Associate Professors are not automatically considered for promotion. Thus, as noted above, it is the responsibility of Associate Professors who would like to be considered for promotion (and of Assistant Professors who would like to be considered early for promotion and tenure), to notify the Department Chair before the end of the spring semester that they wish to be considered the following fall.

Each identified candidate for tenure and/or promotion will be asked to provide to the Department Chair by June 1st the names and contact information for 5-10 persons not associated with Loyola University Chicago who are qualified to assess his/her development as a scholar. This list of potential referees should consist of individuals who know the candidate's post-Ph.D. work. Candidates must indicate the nature of their relationship (if any) to each person suggested as a possible referee. Candidates are encouraged not to list research collaborators, unless there is an unusual need to document the candidate's independent contribution to a particular piece of work. Graduate school faculty mentors and friends should also not be listed. It would be advantageous, on the other hand, if the candidate's list were to include some leading scholars in his/her field. This list constitutes one of the two lists of individuals from whom evaluative assessments of the candidate will be solicited.

In addition, each candidate for tenure and/or promotion will also be asked to provide to the Department Chair by June 1st a packet of materials that can be sent (via email) to referees. That packet should contain, at minimum, the candidate's curriculum vitae, a 3-5 page narrative overview of the candidate's research, and 3-4 papers that are published, in press, or under review. The

candidate may include whatever other materials he/she deems important. It should be emphasized, however, that external reviewers will be asked to limit their comments to the candidate's research endeavors. Reviewers will not be asked to comment on the candidate's teaching or service. Therefore additional packet materials should be restricted to the research domain.

Beyond the material sent to external reviewers, each candidate for tenure and/or promotion is responsible for documenting in detail all of his/her activities in the areas of teaching, research, and service. This documentation is to be provided to the Department Chair in a single, well-organized electronic file (typically in "PDF" format) by September 1st of the academic year in which the evaluation is to occur. The time frame for all of the provided documentation is the period since the candidate's last major personnel action. For Assistant Professors seeking promotion to the rank of Associate Professor, this will most often be the period of time since they were hired. For Associate Professors seeking promotion to the rank of Professor, this will usually be the period of time since they were promoted to Associate Professor.

The following describes the types of materials that typically are included as documentation. Appendix A provides the format for organizing these materials.

**Teaching.** Each candidate is responsible for ensuring proper documentation of teaching effectiveness. This documentation should include the results of teaching evaluations conducted as part of the Department's normal course evaluation process (and/or evaluations conducted independently by the candidate should Departmental or University evaluations be lacking), as well as any material related to teaching, such as grade distributions, course syllabi, course reading lists, honors project, thesis, and dissertation advising, supervision of independent study courses, etc., that the candidate deems appropriate, plus any other material the Chair or the Department's P&T Committee believes necessary. It should be noted that teaching effectiveness is broadly construed to include not only effective performance in the classroom, but also effective performance of other non-classroom activities related to the education of students, such as directing honors, thesis, and dissertation research, and serving as a reader on thesis and dissertation committees.

**Research.** Documentation of research productivity should include a narrative summary of the candidate's research, as well as a listing of journal publications, books, chapters in books, papers (presented at conventions, symposia, or other universities), research grants applied for, research grants awarded, other awards, etc. In short, any item the candidate deems relevant to evaluating his/her research productivity should be included. Candidates should highlight not just the quantity of their work, but also its quality and impact (e.g., in the form of citation rates, journal impact factors, etc.). Further, the documentation should convey the candidate's independence as a scholar, and show the cohesiveness and programmatic nature of the research. Finally, it is important to keep in mind that these materials will be read not only by the Department's P&T Committee, but also by individuals and committees outside the Department of Psychology. It is essential that they be understandable to these other audiences. This is particularly true of the narrative summary. It is advisable to avoid using technical jargon in this summary to the extent possible, and where it is not possible, to clearly define important terms.

**Service.** Documentation of service should include a listing of all of the candidate's work on Department and University-wide committees, projects, and activities, as well as relevant professional and community service activities.

The faculty member being considered for tenure and/or promotion is encouraged to add any other appropriate supporting information related to teaching, research, and service.

### **Responsibility of the Committee**

The Department's P&T Committee will meet for the purpose of reviewing and discussing the candidate's materials. Each member of the committee will receive a copy of the candidate's materials at least one week prior to the meeting. In addition, two Committee members will be appointed by the Department Chair to present an overview of the candidate's materials at that meeting. These two committee members will be appointed at least one month prior to the meeting so that they may have adequate time to prepare their overview.

Candid and frank deliberations among the members of the Department's P&T Committee should precede their final tenure and/or promotion recommendation. The recommendation will be determined by means of a *secret ballot* conducted during a convened meeting of the committee. The Committee's recommendation for or against tenure and/or promotion will be determined by a simple majority of those present at the meeting.

If the Department's P&T Committee feels unable to make a recommendation immediately after reviewing and discussing the candidate's materials, the Committee may recess, and then continue the discussion and vote at a later meeting. The Committee may ask the Chair to gather additional information during the recess.

It is expected that all Committee members will be physically present at the meeting. However, in the unusual event that a Committee member is unavoidably absent due to professional commitments or personal circumstances beyond his/her control, that member will be considered "present" if he/she participates in the meeting remotely (e.g., via speakerphone, Skype, or some other means that allows him/her both to listen and contribute to the deliberation in real time). Any member who wishes to participate remotely in this way must get approval to do so from the Department Chair. Approval will be given only when there is a clear and compelling reason for the request, and contingent on the availability of the necessary technology. Further, it is the responsibility of the remotely participating member to arrange in advance for casting his/her vote. This might be done, for example, by emailing or texting the Department Chair during the meeting. If done this way, the Department Chair will know how that Committee member has voted, but he or she may not reveal that vote to anyone.

The deliberations of the Department's P&T Committee are confidential, and may not be revealed except as described in the written report of the Committee's recommendations that is prepared by the Department Chair (see below). It would be a breach of ethics, and of the trust of one's fellow Committee members, for any member to reveal in any other way the Committee's decision or the content of its deliberations.

### **Responsibility of the Department Chair**

The Department Chair will facilitate each candidate's preparation for the P&T review. On an annual basis, the Chair will discuss with each candidate his/her progress toward promotion (for both Assistant and Associate Professors) and tenure (for Assistant Professors). In addition, for Assistant Professors only, the Department Chair will annually arrange for at least one classroom

visit by a member of the P&T Committee for the purpose of obtaining a first-hand account of the quality of the candidate's classroom teaching. A written report of each such visitation will be retained by the Chair, and provided to the P&T Committee prior to the meeting in which it reviews the candidate for promotion and tenure.

The Chair will advise each candidate about appropriate times to apply for tenure and/or promotion, and will supply candidates with the necessary documents. In addition, the Chair will solicit and obtain at least four external reviews of each candidate's research. The names of potential referees are to come from two sources. One is a list provided by the candidate. The other is a list independently drawn up by the Department Chair. At least one referee is to come from each list. Solicitation of external reviews should begin in June, with a due-date for the reviews of August 15th. All reviews must be in hand prior to the meeting of the Department's P&T Committee. At least one week prior to the meeting of the Department's P&T Committee the Chair will provide to each Committee member a copy of all the materials submitted by the candidate, as well as a copy of all available external reviews. Additionally, for assistant professors seeking promotion to the rank of Associate Professor with tenure, the Chair will provide at this time the written report of the candidate's Mid-Probationary Review, and the written reports of teaching effectiveness based on the in-person visits by P&T Committee members to the candidate's classroom. Finally, at least one month prior the Committee meeting, the Department Chair will appoint two Committee members who will be responsible for presenting an overview of the candidate's materials at that meeting.

It is the responsibility of the Department Chair to schedule and chair the meeting of the Department's P&T Committee. That meeting typically occurs in late September or early October. The Department Chair is responsible for preparing a written summary of the Committee's deliberations and recommendations. That summary is not considered finalized until it has been circulated among the members of the Committee for review to ensure that it accurately reflects the Committee's deliberations and recommendations.

The Department Chair will also write his or her own independent recommendation for tenure and/or promotion. That recommendation may mirror the Committee's recommendation, or it could be different. The Chair is expected to summarize the Committee's discussion and recommendations, report to the committee's vote, and provide a rationale for his/her own recommendation. The Department Chair is also responsible for completing any forms or paperwork as might be required by the College or University, and for forwarding all of the candidate's materials to the Dean of the College of Arts and Sciences by the deadline set by the College.

The Department Chair shall inform the candidate of the outcome of the Department's P&T Committee review, and of his or her own recommendation, within one week of the Committee's final vote. The Chair shall meet with the candidate as soon as practical thereafter to summarize orally the discussion of the Committee, and to identify the specific reasons for the Committee's recommendation. The written summary of the Committee's deliberations will be provided to the candidate at that time, but with the specific vote tally redacted. The Department Chair's written recommendation should not be provided to the candidate.

In the event that the candidate for tenure and/or promotion is the Department Chair, the responsibility for recommending tenure and/or promotion rests with the Dean of the College of Arts and Sciences.



## Appendix A

**Sections of the Dossier  
Prepared by Candidates for Tenure and/or Promotion  
in the Department of Psychology**

**Note:** For those seeking tenure and/or promotion, the dossier is to be submitted to the Department Chair by September 1st of the academic year in which the tenure and/or promotion review is to occur. The dossier should be submitted as a single electronic file, preferably in "PDF" format. Please include in the file a separate title page at the beginning of the dossier, a table of contents, and a separate title page at the beginning of each section and subsection.

I. Curriculum Vita

II. Overview

Candidates should provide a concise overview of their development as faculty members including their perception of their strengths and weaknesses and to comment on their contributions to the Department and University.

III. Scholarship demonstrated in Teaching

A. Summary of Teaching Activities

1. Classes taught, semester by semester, as well as illustrative syllabi and other materials that seem appropriate
2. Independent Readings and Research (list topics and student names)
3. Thesis and Dissertation Committees (provide student names and note those committees chaired)

B. Evidence of Teaching Effectiveness

This might include (but is not limited to): Summaries of faculty classroom observations, student successes, course evaluations and grade distributions (on a class-by-class basis), student comments on the quality of one's teaching, student comments on the quality of one's honors, thesis, and/or dissertation direction, and innovation in course substance and teaching methods.

C. Discussion of Teaching Philosophy

1. How has the candidate's teaching philosophy developed and changed over the years as a faculty member?
2. How is this philosophy reflected in the courses taught and research directed?

D. Participation in workshops and other advanced training to enhance teaching skills

#### IV. Scholarship Demonstrated in Research

A. A narrative summary of the candidate's research program(s) and scholarly research accomplishments, along with future research plans (typically 3-5 pages, single spaced).

This should be sufficiently detailed as to convey the nuances in one's research. At the same time it should also be clear and understandable to those who are not research psychologists (e.g., the members of College- and University-level committees). One should also keep in mind the Department's and University's mission, and, where appropriate, to highlight the relevance of one's work to those missions.

B. Bibliography (Give complete citations, including all co-authors, in APA format)

1. Research published in edited journals
2. Book chapters, books edited, and authored books
3. Material in press
4. Presentations
5. Book reviews
6. Articles in unrefereed journals

C. Evidence of the quality and impact of the candidate's published work

This should include article citation rates (exclusive of self-citations), and any other evidence that the candidate deems relevant, such as published comments by others about one's work, honors received, and reviews from editors. A brief description of the nature and quality of the journals in which one has published, including journal impact factors and rejection rates (where available), should also be provided.

- D. Grant Activity
  - 1. Grants received (title, source, candidate's role in the project, amount received)
  - 2. Grant applications submitted but not funded (title, source, candidate's role in the project, amount requested)
- E. Plans for Continued Research Productivity
  - 1. Material under review
  - 2. Material in Preparation (specify degree of completion and projected completion date)
- V. Service (Indicate the approximate amount of time devoted to each activity, and note any activities for which monetary compensation was received.)
  - A. Service to the Discipline of Psychology and the Profession of University Teaching

Examples include: manuscript reviews, editorial boards, association committee work, offices held, published letters to the editor of professional publications, editorial consultation to text book publishers.
  - B. Service to the Institution
    - 1. Department of Psychology
    - 2. College of Arts and Sciences
    - 3. Loyola University Chicago
  - C. Service to The Community

Include consultations with organizations, workshops led, external research consultations, private clinical practice, etc., showing how these activities enhance your development as a faculty member.
- VI. Mid-Probationary Review

Assistant Professors seeking promotion to the rank of Associate Professor with tenure should include a copy of the written feedback they received as part of their Mid-Probationary Review.