



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF PSYCHOLOGY
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

Director

8.25.21

Date

Dean

9/2/2021

Date

Provost

9/2/21

Date



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI

School Policies and Procedures: Evaluation Processes

School: Psychology

Director: Dr. Sara Jordan

College: College of Education and Human Sciences

College Dean: Dr. Trent Gould

Mission, Vision, and Values

School Mission

The School of Psychology educates the public through the discovery, and creation of psychological knowledge and the dissemination of that knowledge through scholarship, teaching, professional service and evidence-based psychological practice. To these ends, faculty and students in the undergraduate and graduate programs comprise the learning community through which these endeavors coexist. The School strives to maintain a collegial environment in which diversity is valued. Furthermore, the faculty, staff, and students in the School aspire to the highest ethical standards of the profession in the teaching and research processes and fully support the overarching mission of The University of Southern Mississippi.

School Vision

The School of Psychology aspires to transform society through teaching, research, professional service and professional practice dedicated to the creation, dissemination, and application of psychological knowledge.

School Values

1. Student success and critical thinking
2. Research practices which seek to improve psychological well-being
3. Evidence-based professional practice
4. Diversity, inclusivity and cultural competency
5. Community engagement through affordable and accessible professional service.

Part III: Annual Evaluation of Faculty

Please refer to Appendix B for Annual Evaluation Rubrics and additional faculty expectations.

Faculty Annual Evaluations: Description of the Process

Finalized with approval of the School of Psychology faculty on May 4, 2021.

Faculty in the School are evaluated annually using evidence of success in Teaching, Research (tenured; tenure-track only) and Service submitted through Digital Measures (DM). Consistent with the [Faculty Handbook](#), voting members of the Corps of Instruction determine the parties responsible for the Annual Evaluation (e.g., FEC or completed by the Director; See USM [Faculty Handbook](#), Faculty Evaluation Committee).

Evaluation materials are pulled from Digital Measures and consist of the following:

- Annual Evaluation Summary (see DM tab: Annual Evaluation)
 - Complete each section by listing previous year's goals and providing self-assessment of progress toward these goals.
 - Identify new goals in Teaching, Research & Service
- Copies of syllabi should be uploaded to DM
 - High impact practices for each course should be designated, where applicable
- Course Evaluations (automatically made available through DM)
- Evidence of research mentorship (tenured/ tenure-track only; thesis, dissertation committees; undergraduate research mentoring)
- Evidence of research and scholarly activities to include publications, presentations, and external funding activities. (tenured/ tenure-track only)
- Evidence of service activities including School, College, University and professional activities
- Evidence of award nominations, awards won, or other noteworthy accomplishments.
- Graduate Training Directors and the Undergraduate Coordinator are expected to upload into DM the supplemental evaluation tool (available in School of Psychology sharepoint) detailing activities associated with this leadership role.

All faculty members in the Corps of Instruction will submit annual activity reports to the School Director using Digital Measures (DM). Faculty are required to ensure their Digital Measures account is up to date each month. Directors distribute DM reports to FEC (if this option is selected). School Directors are evaluated for teaching, research, and service by the FEC; the Dean evaluates Directors' administrative performance. Associate Directors are reviewed by the FEC (if this option is selected) in all areas except administrative performance, which will be evaluated by the Director.

Faculty are rated on a three-point scale from "Does not meet expectations" to "Meets expectations", to "Exceeds Expectations" separately with respect to items assessing Teaching, Research (if applicable) and Service. Performance evaluation metrics are detailed elsewhere in this document (see Part III: Annual Evaluation Criteria). Annual evaluation reports should include a separate section for **noteworthy activities and remarks** for evaluators to mention specific achievements or deficiencies that might not otherwise be discernible from evaluation ratings. Additionally, activities considered exemplary of interdisciplinary collaboration are appropriate for inclusion in this section. Documented activities and remarks can be used alongside the ratings for tenure and promotion decisions, merit-based raises, or other important personnel decisions. Noteworthy activities and remarks are not intended to be a comprehensive list of annual faculty achievements or deficiencies, but instead to disclose aspects of a faculty member's performance that evaluators consider worth mentioning or to clarify assignment of a particular rating.

Evaluation meetings should be scheduled annually between June 1 – August 30. Two distinct meetings may be offered to complete the annual evaluation process for each faculty member: (i) review and evaluation of the previous year's activities (Director and FEC, if applicable – this meeting is optional) and (ii) establishment of professional objectives and workload allocation for the year ahead (Director only- this meeting is required). The first meeting to evaluate the previous year is optional and may include the faculty member, School Director, and FEC members (if applicable). The proceeding should disclose rationale for the evaluation and clarify any miscommunication with respect to faculty activities during the year evaluated. The second meeting to establish professional objectives and workload percentages for the following academic year is to be done exclusively with the Director and the faculty member. In the event that a faculty member and the Director are unable to establish a consensus for what constitutes appropriate annual objectives, the college Dean serves as the final arbitrator.

Prior to signing completed annual evaluations, faculty members may request written communication from administrative evaluators to outline strategies for improving workload allocation issues and/or requesting resources available for high-quality teaching and research. Faculty may also appeal results of their annual evaluation if they disagree with the assigned categories (i.e., "Does Not Meet Expectations" and "Meets Expectations") or written comments from the evaluation committee. In either case, if the return communication remains unsatisfactory to the faculty member and efforts to resolve issues are unsuccessful at the school level, an appeal process can be initiated pursuant to the grievance procedure outlined in the Faculty Handbook. Faculty who are repeatedly overruled in their efforts to appeal annual evaluation results, but nevertheless continue to appeal evaluation results, are subject to reprimand and concerns regarding their collegiality.

Formal Development Plan

A formal development plan for improvement is initiated by the School Director and/or FEC after a faculty member receives: (i) their second consecutive assignment of "Does Not Meet Expectations" in one of the three categories of faculty workload (teaching, research/creative activities, service) or (ii) assignment of "Does Not Meet Expectations" in at least two categories in the same year. Please see the [Faculty Handbook](#) (4.5.4) for details on this process.

Administrator Evaluations

School Directors are evaluated for teaching, research, and service by the FEC; the Dean evaluates Directors' administrative performance. Associate Directors are reviewed by the FEC (if this option is selected) in all areas except administrative performance, which will be evaluated by the Director.

Faculty administrators are expected to remain current in their respective field and demonstrate some contribution to scholarship in their field. However, as it is recognized that faculty administrators have significant administrative duties that impact their ability to sustain a program of research, scholarship, or creative activity, they should not be evaluated with the same expectations as the tenure-track faculty. General expectations for scholarly productivity should be established each year between the faculty administrator and the Dean, or in the case of an Associate Director, with the FEC and Director. If the faculty administrator meets these

expectations, they should receive a minimum of "Meets Expectations" in the category of research, scholarly, and creative activity (see Section 1.6).

Faculty Evaluations: Performance Criteria

School General Statement about Annual Evaluation Standards

Faculty in the School of Psychology at The University of Southern Mississippi value *teaching*, *scholarship*, and *service* as essential components of the professoriate and as essential to successful continuance at the University. School faculty are expected to be fully engaged members of the University community and to demonstrate their efforts to improve the institution through diverse contributions. Fully engaged faculty members are aware of the values and mission of the School, College, and University; support their colleagues' successes; equitably contribute to the activities which support success, and strive for excellence in research, teaching, and service responsibilities to the School, College, and University.

Tenured and Tenure Track

Teaching

The School of Psychology acknowledges the importance of faculty involvement in quality classroom instruction. As such, the School maintains high standards related to instruction. Courses should be regularly updated and revised based on developments in the field of psychology and with respect to pedagogical improvements. Faculty are encouraged to develop challenging courses which are grounded in scientific research and emphasize sound critical thinking skills. Consistent with the university Quality Enhancement Plan, active learning is especially encouraged.

Meets Expectations for Teaching

- Teaching the full complement of assigned courses
- Submit syllabi (electronic preferred) which includes the following information at the first class meeting and no later than the first week of the semester:
 - Course title
 - Instructor name and contact information, including office hours
 - Goals & objectives
 - Schedule for the semester
 - Methods of assessment including grading rubric
 - Standard university policies (e.g., academic integrity, ODA)
- Start and end classes on time and meet the class at each scheduled meeting time throughout the semester. Missed classes due to travel, illness or other emergency should be coordinated with the Director's office. Advance notice is recommended via email to alert students of any changes to the regular meeting pattern.
- Complying with FERPA, adhering to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page. Adhering to assessment practices (e.g., for writing intensive or GEC courses).

- Fulfilling office hours (a minimum of 2 hours per week, as well as by appointment adjusted accordingly if online or dual campus teaching is included; online office hours are offered for online courses).
- Respond promptly to student emails and return student assignments promptly.
- Submit course grades in a timely manner (including completion of the NA roster and the Interim grade, when applicable).
- Demonstrate teaching effectiveness through student course evaluations and portfolio review (to include review of syllabi and other examples of teaching effectiveness). Numerical student evaluations are expected to fall within one SD of the School average and student comments should be generally positive.
- Demonstrate evidence of high academic standards (e.g., strategies to encourage critical thinking, writing assignments, including original sources among the required readings, etc.)
- Update materials regularly to keep course content current
- Consistent support for graduate research including serving on, as well as directing, thesis, dissertation and other research projects (including honors and undergraduate research)
- Participates in academic advising/mentoring of undergrad and graduate students (where applicable) to include mentoring and supervising GA's, clinic coordinators, and ODC shifts
- Active and consistent use of Canvas for online courses
- Online courses include substantive faculty-student interaction.

Collegiality in the context of teaching includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students and willingness to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Engagement in the context of teaching includes, but is not limited to, faculty responsiveness to student inquiries, availability for meeting with advisees/mentees as appropriate and carrying equitable share of the School's teaching responsibilities, as negotiated with the School director.

Fails to Meet Expectations for Teaching

- Consistently failing to satisfy one or more of the criteria from the "meets expectations" list.
- Professional behaviors are determined to be deficient (e.g., classes not held regularly and/or as scheduled; no syllabus was distributed and/or class deviated significantly from syllabus; deadlines related to responding to student emails, returning work, entering grades, etc., were not routinely met; office hours were not regularly maintained)
- Teaching effectiveness determined to be below average as indicated by a pattern of negative comments on course evaluations and/or numerical ratings falling below the School average by more than 1 SD and/or a pattern of other reported concerns.
- Ethical violations or other violations of the university code of conduct

Exceeds Expectations for Teaching

Satisfying "meets expectations" and at least two of the following:

- Develops new course to meet School need or takes the lead on significant course redesign to meet School needs.
- Supervises graduate student teaching

- Consistently at or above School averages on course evaluations.
- Offers opportunity for independent study
- Demonstrates innovative teaching approaches (e.g., new technology, service learning, field experiences)
- Teaching award received
- Published paper/presentation which results from innovative teaching practice and/or research conducted through the course
- Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through time-consuming field trips or service-learning activities.
- Assuming primary administrative or technological responsibilities for large, online, or team-taught courses.
- Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing unusual dedication to teaching excellence (attendance at several CFD activities).
- Other evidence of exceptional teaching (e.g., popularity of course) as determined by School Director.

Scholarship, Research, and Creative Activity

The expectations are that all tenured and tenure-track faculty will maintain an active program of scholarly research including publications, submissions for internal/ external funding and research mentorship. Faculty in psychology are expected to demonstrate evidence of publication, internal/ external funding activity and research mentorship each year.

Meets Expectations for Research/ Creative Activity

Faculty will be expected to successfully engage in activities which result in publications, internal/external funding submissions, and research mentoring. Meets expectations is achieved by earning meets expectations in each category (or earning exceeds expectations in one category to offset a category which failed to meet minimum expectations). Junior faculty will be expected to demonstrate evidence of a developing program of research which may additionally include manuscripts/funding applications in development and to document efforts to recruit students. See Rubric, Appendix A.

- A. **Publication:** Tenured/ tenure-track faculty will publish (or have in press) at least 1 peer-reviewed research or review articles annually (based on a 3-year average) with quality and impact of the publication taken into consideration.
 - a. Other activities including book chapters, and conference presentations are considered but cannot, by themselves, satisfy this category.
 - b. Authoring a textbook or scholarly text during the three-year period may satisfy this requirement. (Credit for book revisions may be negotiated with the Director.)
- B. **Internal/ External Funding:** Tenured/ tenure-track faculty will submit 1 application for external funding or 1 application for internal award (including training contracts) during each 3-year period.
 - a. Junior faculty are strongly encouraged to submit internal grants applications, particularly in the first few years of employment.

- b. Junior faculty should be aware that at least 2 submissions for external funding are required for promotion to associate and tenure.
 - c. External applications which include F&A carry more weight than those without F&A.
 - d. Faculty managing funded grant projects will be given credit for this work during the funding period.
- C. **Research mentorship:** Each tenured/ tenure-faculty member is expected to be supervising at least 1 student per year.

Collegiality in the context of research includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Engagement in the context of research includes, but is not limited to, maintaining an active research program, and appropriate levels of supervision and responsiveness to the research process including regular oversight of student projects; chairs and serves on equitable share of Honor's College/ McNair, and graduate master's, specialist, and/or doctoral research/capstone/dissertation committees.

Fails to Meet Expectations for Research/Creative Activity

Faculty member supervises fewer than 1 student/ year, and/or publication rate drops below 1/ year on 3-year average and/or there is no evidence of internal/ external funding submissions.

Exceeds Expectations for Research

Exceeds expectations is reserved for exceptional research activity which is defined as two or more of the following: a) greater than 4 peer-reviewed publications/ year (across 3 years; some of which show evidence of senior authorship), b) more than 2 external funding submissions which include F&A funding in a 3-year period; and/ or c) evidence of mentoring 5 or more students annually.

Service

Service is considered important and valuable to the success of the School, College, University and profession. All Corps of Instruction faculty are expected to engage in at least two service activities each year (School, College, University, profession; with at least one service activity associated with School, College or University service) in order to meet expectations on annual evaluation and to satisfy promotion and tenure criteria; clinical/ teaching track faculty should focus on service relevant to the teaching focus of the position. Untenured faculty are discouraged from accepting excessive service obligations which detract from their ability to develop a successful program of research. Professional service is valued, but not in place of making an active contribution to the university environment.

Meets Expectations for Service

- Evidence of regular, high quality participation in at least two examples of school, college, university and/or professional service to include such things as:
 - Active participation on at college, school, and/or university committees

- Participating in the School's hiring activities by serving as an external committee member on a search committee
- Assisting with School, College and University level initiatives.
- Serving as faculty advisor to student organizations
- Assisting with recruitment and retention efforts
- Serving as a journal editor or ad hoc reviewer
- Service is distinguished from typical employment expectations which include:
 - Attending and actively participating in School meetings
 - Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University.
 - Performing basic employment-related obligations, including but not limited to completing required University-mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing annual financial conflict of interest disclosures, and other administrative requirements of this sort.
 - Advising students (as assigned).
 - Attending at least one commencement ceremony per year.
 - Program level service obligations which include graduate student admissions, program search committees, periodic meeting with students (advising/mentoring), directing one's lab, etc.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes, but is not limited to, a willingness to participate in program/ School activities, regular attendance at program/ School faculty meetings, and responsiveness with regard to faculty correspondence.

Fails to Meet Expectations for Service

- Service activities fail to demonstrate minimum expectations (e.g., membership on committees, but infrequent contributions or attendance at meetings, not completing service tasks)
- Frequent refusal to participate in regular School activities (including program, School faculty meetings)
- Frequent refusal to engage in requests for service

Exceeds Expectations for Service

- Evidence of service responsibilities which well exceed those of a typical faculty member and extend to multiple service responsibilities including School, college, university, and professional domains
- Service which requires substantive work product and/or significant time commitment
- Evidence of exceptional quality work in execution of service activities (need to demonstrate significant impact of service activities).

- Assuming leadership roles on committees (including search committee chair; T&P committee chair)
- Deficits in the quality of service engagement may prohibit awarding “exceeds expectations”

Teaching & Clinical Track

Teaching

The School of Psychology acknowledges the importance of faculty involvement in quality classroom instruction and clinical supervision. As such, the School maintains high standards related to instruction, supervision and service. Courses should be regularly updated and revised based on developments in the field of psychology and with respect to pedagogical improvements. Faculty are encouraged to develop challenging courses which are grounded in scientific research and emphasize sound critical thinking skills. Consistent with the university Quality Enhancement Plan, active learning is especially encouraged.

Meets Expectations for Teaching

- Teaching the full complement of assigned courses
- Submit syllabi (electronic preferred) which includes the following information at the first class meeting and no later than the first week of the semester:
 - Course title
 - Instructor name and contact information, including office hours
 - Goals & objectives
 - Schedule for the semester
 - Methods of assessment including grading rubric
 - Standard university policies (e.g., academic integrity, ODA)
- Start and end classes on time and meet the class at each scheduled meeting time throughout the semester. Missed classes due to travel, illness or other emergency should be coordinated with the Director’s office. Advance notice is recommended via email to alert students of any changes to the regular meeting pattern.
- Complying with FERPA, adhering to the University’s policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University’s Institutional Policies page. Adhering to assessment practices (e.g., for writing intensive or GEC courses).
- Fulfilling office hours (a minimum of 2 hours per week, as well as by appointment adjusted accordingly if online or dual campus teaching is included; online office hours are offered for online courses).
- Respond promptly to student emails and return student assignments promptly.
- Submit course grades in a timely manner (including completion of the NA roster and the Interim grade, when applicable).
- Demonstrate teaching effectiveness through student course evaluations and portfolio review (to include review of syllabi and other examples of teaching effectiveness). Numerical student evaluations are expected to fall within one SD of the School average and student comments should be generally positive.
- Demonstrate evidence of high academic standards (e.g., strategies to encourage critical thinking, writing assignments, including original sources among the required readings, etc.)

- Update materials regularly to keep course content current
- Consistent support for graduate research including serving on, as well as directing, thesis, dissertation and other research projects (including honors and undergraduate research)
- Participates in academic advising/mentoring of undergrad and graduate students (where applicable) to include mentoring and supervising GA's, clinic coordinators, and ODC shifts
- Active and consistent use of Canvas for online courses
- Online courses include substantive faculty -student interaction.

Collegiality in the context of teaching includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality includes being willing to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Engagement in the context of teaching includes, but is not limited to, faculty responsiveness to student inquiries, availability for meeting with advisees/ mentees as appropriate and carrying equitable share of the School's teaching responsibilities, as negotiated with the School director.

Fails to Meet Expectations for Teaching

- Consistently failing to satisfy one or more of the criteria from the "meets expectations" list.
- Professional behaviors are determined to be deficient (e.g., classes not held regularly and/or as scheduled; no syllabus was distributed and/or class deviated significantly from syllabus; deadlines related to responding to student emails, returning work, entering grades, etc., were not routinely met; office hours were not regularly maintained)
- Teaching effectiveness determined to be below average as indicated by a pattern of negative comments on course evaluations and/or numerical ratings falling below the School average by more than 1 SD and/or a pattern of other reported concerns.
- Ethical violations or other violations of the university code of conduct

Exceeds Expectations for Teaching

Satisfying "meets expectations" and at least two of the following:

- Provides needed training opportunities (e.g., workshops) for faculty and students
- Develops new course to meet School need or takes the lead on significant course redesign to meet School needs.
- Supervises graduate student teaching
- Consistently at or above School averages on course evaluations.
- Offers opportunity for independent study
- Demonstrates innovative teaching approaches (e.g., new technology, service learning, field experiences)
- Teaching award received
- Published paper/presentation which results from innovative teaching practice and/or research conducted through the course
- Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through time-consuming field trips or service-learning activities.
- Assuming primary administrative or technological responsibilities for large, online, or team-taught courses.

- Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing unusual dedication to teaching excellence (attendance at several CFD activities).
- Other evidence of exceptional teaching (e.g., popularity of course) as determined by School Director.

Scholarship/Professional Development

We recognize that the research expectations for non-tenure track, teaching & clinical track faculty should differ significantly from those for tenure-track faculty. Therefore, research endeavors specific to the teaching and/or clinical assignment and/or which support student success initiatives will be looked upon favorably, but are not required for promotion. This includes engagement in program evaluation, research in the areas of teaching, pedagogy and student success, and/or clinical/supervision activities. Efforts to secure internal/external funding that support or promote student success, quality instruction, and/or clinical instructional placements will be looked upon favorably but are not required for promotion. Teaching & clinical track members of the School of Psychology should participate in professional development that significantly enhances their ability to teach courses and engage in professional service at the University. Faculty should demonstrate continued engagement in current scholarship and/or professional development through attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars.

Meets Expectations for Scholarship/Professional Development

Examples include such things as:

- Consistent engagement in professional development through active participation in university - sponsored or professional training focused on activities central to the key roles of the position (e.g., advising).
- Participation in professional development activities focused on clinical work and other discipline/ position-relevant training (e.g., non-profit management; undergraduate advisement)
- Engaging in curriculum development, improvement or program evaluation benefiting the School of Psychology
- Other examples should show a commitment to remaining current in the field and/or dissemination of knowledge to university and community venues

Collegiality in the context of research, creative activity, and professional development includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Engagement in the context of scholarship/ professional development includes, but is not limited to, consistent engagement in professional development and availability for supervision (if applicable).

Fails to Meet Expectations for Scholarship/Professional Development

Failing to demonstrate any evidence of professional development/ scholarship.

Exceeds Expectations for Scholarship/Professional Development

Satisfying one or more of the criteria below while also meeting the criteria from the “meets expectations” list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis:

- Professional development well beyond what is minimally required to teach courses at the University. Evidence may include:
 - Organizing a national or regional teaching workshop.
 - Being awarded or substantially facilitating a major grant.
 - Recognition of scholarly or pedagogical effectiveness/reputation (e.g., major awards, being invited to share their expertise outside of the University).
 - Increasing and advancing student clinical opportunities by expanding community and campus partnerships which are tied to creating funding mechanisms
 - Seeking and supporting licensure efforts (licensure may be a requirement of the position and therefore not evidence of exceeding expectations).
 - Collaborations with potential funding agencies
- Scholarly contributions well beyond what is minimally expected for teaching and service. Evidence of this type of scholarship includes publication of any of the following:
 - Presentation of conference papers.
 - Significant contributions to pedagogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices.
 - Providing pedagogical training to campus and regional community institutions and organizations.
 - Encyclopedia articles and book reviews that address historical or pedagogical issues.
 - Active participation in semester-long teaching workshops (teaching, writing, etc.).
 - Peer-reviewed scholarly article.
 - Chapter(s) in an edited book.
 - Exceptional scholarly recognition of a book or article.
 - Textbooks
 - Serving as a member of thesis/ dissertation committees

Service

Service is considered important and valuable to the success of the School, College, University and profession. All Corps of Instruction faculty are expected to engage in at least two service activities each year (School, College, University, profession; with at least one service activity associated with School, College or University service) in order to meet expectations on annual evaluation and to satisfy promotion criteria; teaching & clinical track faculty should focus on service relevant to the teaching &/or clinical focus of the position.

Meets Expectations for Service

- Evidence of regular, high quality participation in at least two examples of school, college, university and/or professional service to include such things as:
 - Active participation on at college, School, and/or university committees
 - Participating in the School’s hiring activities
 - Assisting with School, College and University level initiatives.
 - Serving as faculty advisor to student organizations

- Assisting with recruitment and retention efforts (including academic standards meetings, orientation, processing degree paperwork)
- Serving as a journal editor or ad hoc reviewer
- Service is distinguished from typical employment expectations which include:
 - Attending and actively participating in School meetings
 - Maintaining an active, engaged, and physical presence on campus for the purpose of supporting the life and goals of the School and University.
 - Performing basic employment-related obligations, including but not limited to completing required University-mandated training modules, completing monthly time and attendance reports, filing Outside Employment Forms if applicable, completing annual financial conflict of interest disclosures, and other administrative requirements of this sort.
 - Advising students (as assigned).
 - Attending at least one commencement ceremony per year.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes, but is not limited to, a willingness to participate in program/ School activities, regular attendance at program/ School faculty meetings, responsiveness with regard to faculty correspondence.

Fails to Meet Expectations for Service

- Service activities fail to demonstrate minimum expectations (e.g., membership on committees, but infrequent contributions or attendance at meetings, not completing service tasks)
- Frequent refusal to participate in regular School activities (including program, School faculty meetings)

Exceeds Expectations for Service

- Evidence of service responsibilities which well exceed those of a typical faculty member and extend to multiple service responsibilities including School, college, university, and professional domains
- Service which requires substantive work product and/or significant time commitment
- Evidence of exceptional quality work in execution of service activities (need to demonstrate significant impact of service activities).
- Assuming leadership roles on committees (including search committee chair; T&P committee chair)
- Deficits in the quality of service engagement may prohibit awarding "exceeds expectations"

For teaching & clinical track faculty, service should be connected to the instructional or supervisory activities associated with the position (e.g., clinical activities, curriculum development, quality instruction and student success initiatives).

Goals for Next Evaluation Period

School of Psychology faculty are expected to develop goals in each of the areas of Research (tenured; tenure-track faculty) or Scholarship/Professional Development (teaching & clinical track faculty); Teaching; and Service. Goals should address deficits in previous evaluation periods and articulate a clear connection to the School, College, and University mission and strategic plans.

PART IV: Promotion & Tenure Guidelines

The School has established tenure and promotion guidelines for both tenure-track and teaching-track faculty. These guidelines are voted on by all tenured and tenure-track faculty and approved by the Dean and Provost. School tenure and promotion guidelines must meet the minimum expectations established by the university and are used by personnel committees to make decisions regarding both tenure and promotion. Additional details regarding Tenure and Promotion Committees can be found in the [Faculty Handbook](#).

Promotion and Tenure Processes

School Promotion & Tenure Committees

The purpose of the School Promotion and School Tenure Committees shall be to review the dossiers submitted by faculty for pre-tenure review and for consideration of tenure and/or promotion. The membership of the School Promotion Committee shall include all school faculty holding rank equal to or higher than the rank being considered (only tenure-track faculty serve on tenure-track promotion committees, whereas both teaching-track and tenure-track faculty who have been promoted may serve on teaching-track promotion committees). The membership of the School Tenure Committee shall include all tenured faculty in the school (teaching-track faculty do not serve on tenure committees). Consistent with the [Faculty Handbook](#), the School Director and school faculty also serving in certain upper-level University administrative positions are not members of School Promotion and/or Tenure Committees.

A committee will be constituted for each candidate to be considered for pre-tenure review, tenure, and/or promotion. Consistent with the [Faculty Handbook](#), the chair of each committee shall be determined by majority vote of the committee. It is recommended that the chair of this committee be selected from among those members who have at least one-year experience with tenure and promotion deliberations and adhere to the school timeline listed below. Faculty in the School of Psychology seek approval for tenure and promotion to associate professor concurrently. The same person will chair the committees for both tenure and promotion to Associate Professor. Two separate letters (one for tenure; one for promotion) will be submitted by this committee chair. Applicants participating in the tenure and promotion review process should be advised that faculty are required to detail both percent contribution and index factor for each publication. See: https://www.usm.edu/sites/default/files/groups/office-provost/pdf/tp_directive_revision8-28-15.pdf. Faculty are encouraged to adhere to the timelines

posted in the [Faculty Handbook](#) and should only seek exceptions to these timelines in rare circumstances.

Responsibilities of Committee Chairs

Consistent with Faculty Handbook guidelines, committee Chairs are selected by the tenure/promotion committee and take responsibility for supporting the applicant through the process by reviewing application materials, contacting external reviewers (when applicable), scheduling and convening committee meetings and the development of the tenure/ promotion report. One committee chair will be given responsibility for uploading all materials to Digital Measures.

Specific tasks are as follows:

- Assist applicant with the dossier to ensure accuracy and completeness of the application materials
 - This includes feedback on the cover letter and selection of reviewers prior to distributing these materials to the committee
- Securing electronic materials needed for external review (e.g., list of 10 reviewers, CV, cover letter, sample publications).
- Convening the committee to review the list of 10 reviewers and determine an appropriate plan for contacting reviewers
 - Communicating with reviewers
 - Obtaining letters from reviewers
- Developing a draft tenure and promotion letter (or promotion only for promotion to Professor) which highlights the applicants' strengths.
- Scheduling tenure and promotion committee meetings and vote, revising the report as needed to reflect input from committee and reviewers, obtaining signatures from all voting members.
- Uploading committee recommendation letters for promotion and tenure (2 separate letters) into Digital Measures Workflow and routing to the Director's office by the deadlines posted on the Provost's website.
- For teaching-track promotion committees, the same procedures are followed, with the exception of seeking external reviewers.

Timeline

- Faculty planning to engage in pre-tenure review, promotion or tenure should plan to coordinate with the School Director during the Spring semester prior to the year they plan to apply.
- The School Director will prompt the appropriate committee to determine a chair for committee. It is recommended that Committee chairs be selected from among those with at least one year experience with the tenure/ promotion committee processes.
- Applicants for Tenure/ Promotion will upload the following materials in DM for external review:
 - Cover letter
 - CV
 - Sample Publications (3-5)
 - List of possible external reviewers
- Please refer to the [Provost's website](#) for a description of the completed Promotion and/or Tenure Dossier, processes, and procedures for uploading to DM.

- Committee Chairs will review the documents, provide feedback to the applicant on cover letter and external reviewer list and then solicit feedback from the committee on acceptability of external reviewer list
- External reviewers will be contacted during the summer with the understanding that at least three letters should be received by mid-September in order to allow the committee time for deliberation and review and to comply with the Provost's timelines.
- Applicants will compile and enter their promotion and tenure dossier into Digital Measures Workflow by the deadline posted on the Provost's website (typically late August). The portal typically opens in mid-July. Detailed instructions on electronic dossier preparation and submission timelines as well as links to workshops and training are provided on the [Provost's website](#).
- All committee members will be given access to applicants' electronic dossiers in Digital Measures prior to convening the meeting.
- Committee Chairs will submit final signed recommendations letters for promotion and tenure into the Digital Measures Workflow portal and route to the School Director by the deadlines posted on the Provost's website.

Pre-tenure Review

Deliberations of the School Promotion and/or Tenure Committees will follow University guidelines (see [Faculty Handbook](#)). Pre-tenure review will include all materials needed for a tenure and promotion dossier with the exception of requiring external reviewers. The committee chair for pre-tenure review is expected to connect with the applicant, review materials and make recommendations prior to the submission date established by the Director. Then, following submission of the materials, the chair of this committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed. The committee votes by secret ballot. The committee chair then drafts a letter which is then signed by all tenured faculty in attendance and submitted by the deadline to the School Director. This letter is submitted in conjunction with the steps outlined in the [Faculty Handbook](#). A principal task of the school promotion and tenure committee is to identify areas in which the candidate needs to improve to eventually merit tenure and to help the candidate identify strategies to improve. These strategies must be closely associated with the annual evaluation process so that candidates can monitor their progress in areas that were deficient and additional strategies can be developed to improve.

Tenure & Promotion to Associate Professor

Tenure and Promotion to Associate Professor will include materials as outlined on the Provost's website and as detailed in the School Tenure and Promotion Guidelines (for tenure-track faculty, this includes an external review process – see detailed instructions above). External review letters are due no later than the week that the School Tenure and Promotion Committee will deliberate. The Chair of the Tenure and Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed (for teaching-track promotion, only teaching and service are considered). Faculty vote by secret ballot separately for both tenure and promotion. The committee chair then drafts a letter which is then signed by all tenured faculty in attendance and submitted to the School Director via Digital Measures Workflow. A separate letter for both tenure and promotion is required. Consistent with university policies, tenure considerations should include recognition of the applicant having both

met the criteria for promotion as well as demonstrating the potential to make continuing positive contributions to the university and profession.

Promotion for Teaching Track Faculty

Promotion to Associate Professor will include materials as outlined on the [Provost's website](#) and as detailed in the School Tenure and Promotion Guidelines. Teaching track faculty submit materials for review by a committee as described in the faculty handbook which includes teaching-track faculty at or above the rank under consideration and tenure track faculty at or above the rank under consideration.

The Chair of the Tenure and Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching and service are reviewed and discussed. The committee chair then drafts a letter which is then signed by all faculty in attendance and submitted to the School Director via Digital Measures Workflow. The same process is followed at both levels of promotion for teaching-track faculty.

Promotion to Professor (Tenure-Track only)

Promotion to Professor will include materials as outlined on the Provost's website and as detailed in the School Tenure and Promotion Guidelines (for tenure-track faculty, this includes an external review process – see detailed instructions above).. The Promotion Committee, which includes only those tenured faculty holding the rank of Professor, will review the list of potential reviewers and establish a plan for contacting individuals with the goal of obtaining at least three external review letters. External review letters are due no later than the week that the Promotion Committee will deliberate. The Chair of the Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed. Faculty vote by secret ballot. The committee Director then drafts a letter which is then signed by all faculty in attendance and submitted to the School Director via Digital Measures Workflow.

Refer to the Provost's website for posted deadlines, however school submission deadlines are earlier. The School Director will be responsible for determining submission deadlines and communicating these to the faculty members engaging in pre-tenure, tenure and promotion for that academic year..

Promotion and Tenure Criteria

Pre-Tenure Review

Criteria for pre-tenure review are the same as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The School promotion and tenure committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

Pre-tenure review will include all materials needed for a tenure and promotion dossier with the exception of requiring external reviewers. The committee chair for pre-tenure review is expected to connect with the applicant, review materials and make recommendations prior to the

submission date established by the Director. Then, following submission of the materials, the chair of this committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed. The committee votes by secret ballot. The committee chair then drafts a letter which is then signed by all tenured faculty in attendance and submitted by the deadline to the School Director. This letter is submitted in conjunction with the steps outlined in the Faculty Handbook. A principal task of the School promotion and tenure committee is to identify areas in which the candidate needs to improve to eventually merit tenure and to help the candidate identify strategies to improve. These strategies must be closely associated with the annual evaluation process so that candidates can monitor their progress in areas that were deficient and additional strategies can be developed to improve. Satisfactory progress in the areas of research, teaching and service are expected. Letters from external reviewers are not required.

Promotion to Associate Professor

Promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty) or service and teaching (non-tenure track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Research and Scholarly Activity (Tenure-Track only)

The School of Psychology acknowledges that it is through the production and dissemination research that knowledge is acquired and that scholarship is crucial for the mission of this research-intensive university. To be promoted in the School of Psychology, a faculty member must be an active and productive researcher and demonstrate potential for continued positive contributions to the university and profession. We recognize that scholarship is multifaceted, and that scholarly activity must be assessed in diverse ways. What follows are indicators of research productivity.

The following are indicators used to evaluate research and scholarly activity for candidates applying for promotion to Associate Professor in the School of Psychology.

The ideal candidate for promotion to Associate Professor will have an established and documented record of success in publishing, presenting, and/or obtaining external funding. The approximate research expectations for receiving promotion to Associate Professor include the following:

- (1) A minimum of 7 publications in refereed journals. The number of publications may vary depending on the quality/impact of the publication. Publications in peer-reviewed journals (including in-press papers). Consideration will be given to order of authorship. Inclusion of student co-authors is desirable. The number of publications needed for tenure and promotion will depend on the quality/impact of the journals. Publications based on research and scholarship completed during the time period being considered for tenure and promotion are necessary. Research and scholarly activity completed prior to the time period being considered for tenure and promotion will be considered but given lesser weight. Exceptions for faculty employment at other universities or "short clocks" should be taken into consideration as appropriate. Other evidence of scholarship such as book chapters, books, edited books, and conference presentations will be considered.

(2) The submission of at least two applications for an external research grant. The faculty member should serve as either PI or co-PI on this grant application.

(3) Evidence of contributions to student mentorship to include directing undergraduate and graduate thesis/ dissertation projects and serving on graduate thesis/ dissertation committees.

(4) Letters of support from three external reviewers at or above the rank sought by the candidate and who are familiar with the applicant's work. These letters should provide evidence that the applicant is engaged in meaningful research. The external referees cannot have a personal relationship with applicant. Nor can they be individuals who collaborated with or taught the applicant. When appropriate, these letters may also speak to the candidate's service or teaching contributions.

Teaching

The School of Psychology recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking promotion and/or tenure are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students; All non-tenure track, clinical & teaching track faculty members seeking promotion are expected to have demonstrated **excellence in teaching**, which should include formal classroom instruction, advising and mentoring of students, and perhaps can include clinical supervision (if applicable).. Teaching includes not only formal classroom instruction but also advising and mentoring of students. What follows are indicators that are used to evaluate teaching. This is not an exhaustive list.

Evidence of teaching effectiveness must include:

- University-mandated student evaluations for each course taught (copies of the actual evaluations for every class for no less than the last three years, reflecting a pattern of positive evaluations)
- Annual School Director/FEC committee evaluations
- Pre-tenure review letters from all levels of review

Further evidence may include, but is not limited to, any combination of the sources listed below:

A. Evaluation of Classroom Instruction

- Syllabi and course content are current and thorough in coverage
- Evidence of high academic standards (e.g., strategies to encourage critical thinking, writing assignments, including original sources among the required readings, etc.)
- Peer classroom observations
- Student comments and course ratings from the faculty member's own evaluation instruments (if available)
- Unsolicited letters of evaluation or commendations for teaching
- Teaching awards (e.g., University Teaching Award, Headwae, etc.)

- Responsiveness to student needs (e.g., available for student conferences, appropriate office hours, sensitive to needs of students with disabilities)

B. Contributions to Student Mentorship

- Practicum Supervision
- Research mentorship of undergraduates (e.g., working in the laboratory)
- Undergraduate and Graduate student advisement

C. Evaluation of Instructional Contributions to the mission of the School

- Large lecture course responsibilities
- Time intensive courses
- Preparation of new course or an extensive overhaul of an existing course
- Number of new preps
- Number of different courses taught

D. Evaluation of Professional Contributions in the area of Teaching

- Published textbooks, lecture notes, or laboratory manuals
- Membership on panels or testimony concerned with teaching
- Presentations or publications relevant to the teaching of psychology

Tenure Track Teaching Expectations

Evidence of teaching effectiveness is necessary for tenure and promotion to Associate Professor for tenure-track faculty.

Teaching & Clinical Track Teaching Expectations

The expectation for promotion is that the applicant provide evidence of a **pattern of exceptional teaching** to include such indicators as: peer observations of teaching which note exceptional performance, course evaluations which meet or exceed the departmental average, supervision evaluations noting exceptional performance, letters of support from School colleagues with familiarity with your teaching/ supervision, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received (or submitted), evidence of successful contributions in the area of curriculum development, examples of how one has incorporated technology in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to syllabi, and/or evidence of exceptional efforts toward student mentorship.

Evidence of exceptional teaching is necessary for promotion in-rank to *Lecturer* or *Associate Teaching/ Clinical Professor*.

Service

The School of Psychology realizes that in order for schools, colleges, universities, professional organizations and communities to thrive, individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. We value service-related

activities and recognize that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university. **Non-tenure track, teaching & clinical track faculty are expected to engage in service-related activities which are tied to clinical activities, curriculum development, quality instruction and student success initiatives.**

What follows are indicators of service-related activities. This is not an exhaustive list of contributions in the area of service, and faculty members are not expected to contribute in all of the areas listed. Credit for university service does **not** follow the assumption that university-level service is more valuable than college service, which is more valuable than School service. Credit for service is determined by how time consuming and essential the task is. This list is not exhaustive.

We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. Teaching and tenure-track faculty are expected to demonstrate professionalism in their interactions with colleagues, students and staff. This includes regular attendance at meetings, working to ensure tasks are distributed equitably across faculty, prompt and respectful engagement with students, colleagues and staff and a commitment to the goals of the School, College and University.

1. **University/academic service** includes directing or serving on university, college or School-level committees, program administration (Training Director, Clinic Director), School-related service (e.g., coordinating the undergraduate subject pool; arranging educational colloquia; recruitment and retention initiatives), graduate program service (e.g., admissions, coordinating externships, serving on committees). For teaching-track faculty, preference should be given to activities which focus on curriculum and student success initiatives. For Clinical & Teaching Track faculty at all ranks, credit for service is determined by the impact on instructional quality and student success.
2. **Professional Service** to include service to the profession, leadership roles, and assisting with conference development. Tenure-track faculty may show evidence of editorial service by serving as ad hoc reviewers, editorial board members, or editors/ associate editors. Professional service associated with accreditation or serving on review boards for external funding agencies is also considered in this domain. For teaching-track faculty, these activities should be tied to the instructional and/or supervision activities associated with the position.
3. **Community Service** to include community education/ outreach and consultation. For teaching-track faculty, this should be connected to the instructional and supervision activities associated with the position.

Tenure Track Faculty Service Expectations

Evidence of at earning at least “meets expectations” each year under consideration is necessary for promotion to *Associate Professor*.

Teaching & Clinical Track Faculty Service Expectations

Evidence of service related to quality instruction and/or student success is necessary for promotion in-rank to *Lecturer* or *Associate Teaching/ Clinical Professor*.

Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, School, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

Research and Scholarly Activity

The School of Psychology acknowledges that it is through the production and dissemination research that knowledge is acquired and that scholarship is crucial for the mission of this research-intensive university. To be tenured in the School of Psychology, a faculty member must be an active and productive researcher and demonstrate potential for continued positive contributions to the university and profession. We recognize that scholarship is multifaceted, and that scholarly activity must be assessed in diverse ways. What follows are indicators of research productivity.

The following are indicators used to evaluate research and scholarly activity for candidates applying for tenure in the School of Psychology.

The ideal candidate for tenure will have an evidence of the development of an active program of research to include research mentorship of undergraduate and/or graduate students, established and documented record of success in publishing, presenting, and/or obtaining external funding. The approximate research expectations for receiving tenure include the following:

- (1) A minimum of 7 publications in refereed journals. The number of publications may vary depending on the quality/impact of the publication. Publications in peer-reviewed journals (including in-press papers). Consideration will be given to order of authorship. Inclusion of student co-authors is desirable. The number of publications needed for tenure and promotion will depend on the quality/impact of the journals. Publications based on research and scholarship completed during the time period being considered for tenure and promotion are necessary. Research and scholarly activity completed prior to the time period being considered for tenure and promotion will be considered but given lesser weight. Exceptions for faculty employment at other universities or “short clocks” should be taken into consideration as appropriate. Other evidence of scholarship such as book chapters, books, edited books, and conference presentations will be considered.
- (2) The submission of at least two applications for an external research grant. The faculty member should serve as either PI or co-PI on this grant application.
- (3) Evidence of contributions to student mentorship to include directing undergraduate and graduate thesis/ dissertation projects and serving on graduate thesis/ dissertation committees.

(4) Letters of support from three external reviewers at or above the rank sought by the candidate and who are familiar with the applicant's work. These letters should provide evidence that the applicant is engaged in meaningful research. The external referees cannot have a personal relationship with applicant. Nor can they be individuals who collaborated with or taught the applicant. When appropriate, these letters may also speak to the candidate's service or teaching contributions.

Teaching

The School of Psychology recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking tenure are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students; Teaching includes not only formal classroom instruction but also advising and mentoring of students. What follows are indicators that are used to evaluate teaching. This is not an exhaustive list.

Evidence of teaching effectiveness must include:

- University-mandated student evaluations for each course taught (copies of the actual evaluations for every class for no less than the last three years, reflecting a pattern of positive evaluations)
- Annual School Director/FEC committee evaluations
- Pre-tenure review letters from all levels of review

Further evidence may include, but is not limited to, any combination of the sources listed below:

A. Evaluation of Classroom Instruction

- Syllabi and course content are current and thorough in coverage
- Evidence of high academic standards (e.g., strategies to encourage critical thinking, writing assignments, including original sources among the required readings, etc.)
- Peer classroom observations
- Student comments and course ratings from the faculty member's own evaluation instruments (if available)
- Unsolicited letters of evaluation or commendations for teaching
- Teaching awards (e.g., University Teaching Award, Headwae, etc.)
- Responsiveness to student needs (e.g., available for student conferences, appropriate office hours, sensitive to needs of students with disabilities)

B. Contributions to Student Mentorship

- Practicum Supervision
- Research mentorship of undergraduates (e.g., working in the laboratory)
- Undergraduate and Graduate student advisement

C. Evaluation of Instructional Contributions to the mission of the School

- Large lecture course responsibilities

- Time intensive courses
- Preparation of new course or an extensive overhaul of an existing course
- Number of new preps
- Number of different courses taught

D. Evaluation of Professional Contributions in the area of Teaching

- Published textbooks, lecture notes, or laboratory manuals
- Membership on panels or testimony concerned with teaching
- Presentations or publications relevant to the teaching of psychology

Service

The School of Psychology realizes that in order for schools, colleges, universities, professional organizations and communities to thrive, individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. We value service-related activities and recognize that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university.

What follows are indicators of service-related activities. This is not an exhaustive list of contributions in the area of service, and faculty members are not expected to contribute in all of the areas listed. Credit for university service does **not** follow the assumption that university-level service is more valuable than college service, which is more valuable than School service. Credit for service is determined by how time consuming and essential the task is. This list is not exhaustive.

We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. Tenure-track faculty are expected to demonstrate professionalism in their interactions with colleagues, students and staff. This includes regular attendance at meetings, working to ensure tasks are distributed equitably across faculty, prompt and respectful engagement with students, colleagues and staff and a commitment to the goals of the School, College and University.

1. **University/academic service** includes directing or serving on university, college or School-level committees, program administration (Training Director, Clinic Director), School-related service (e.g., coordinating the undergraduate subject pool; arranging educational colloquia; recruitment and retention initiatives), graduate program service (e.g., admissions, coordinating externships, serving on committees). For teaching-track faculty, preference should be given to activities which focus on curriculum and student success initiatives. For Clinical & Teaching Track faculty at all ranks, credit for service is determined by the impact on instructional quality and student success.
2. **Professional Service** to include service to the profession, leadership roles, and assisting with conference development. Tenure-track faculty may show evidence of editorial service by serving as ad hoc reviewers, editorial board members, or editors/ associate editors. Professional service associated with accreditation or serving on review boards for external

funding agencies is also considered in this domain. For teaching-track faculty, these activities should be tied to the instructional and/or supervision activities associated with the position.

3. **Community Service** to include community education/ outreach and consultation. For teaching-track faculty, this should be connected to the instructional and supervision activities associated with the position.

Evidence of at earning at least “meets expectations” each year under consideration is necessary for tenure.

Promotion to Full Professor

Research and Scholarly Activity (Tenure-track faculty only)

The ideal candidate for promotion to Professor will have established and documented a consistent record of success in publishing, presenting and/or obtaining external funding. The approximate research expectations for receiving promotion in-rank to Professor include the following:

- (1) A minimum of 9 publications since promotion to Associate Professor in refereed journals.
- (2) Evidence that at least 3 publications have or will have a significant impact. Publications in top tier journals, citation indices, or citations in textbooks are ways that significant impact could be demonstrated.
- (3) Letters of support from three external reviewers should provide evidence that the applicant is engaged in meaningful research and has made meaningful contributions to the literature in his or her field. The external reviewers need to indicate that they (a) are well-versed in the applicant’s scholarly/research area, (b) are willing and able to make a professional judgment about the quality of the scholarly selections in the applicant’s packet, and (c) have no conflict of interest. The external referees cannot have a personal or mentor-mentee relationship with applicant. Nor can they be individuals who collaborated with or taught the applicant. The external reviewers must have tenure and the minimum rank of Professor at their respective institutions. These external reviewers should be employed in schools/departments in the U.S. that are at least comparable to the applicant’s School.
- (4) The search for and especially success in securing external research funding. The faculty member’s role (e.g., PI, co-PI), the amount of the grant, the funding source, and the final product(s) produced by the grant will be considered.
- (5) Evidence of continued contributions to student mentorship to include directing undergraduate and graduate thesis/ dissertation projects and serving on graduate thesis/ dissertation committees.

Teaching

The School of Psychology recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking promotion and/or tenure are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students; All non-tenure track, clinical/ teaching track faculty members seeking promotion are expected to have demonstrated **excellence in teaching**, which should include formal classroom instruction, advising and mentoring of students, and perhaps can include clinical supervision (if applicable).. Teaching includes not only formal classroom instruction but also advising and mentoring of students. What follows are indicators that are used to evaluate teaching. This is not an exhaustive list.

Evidence of teaching effectiveness must include:

- University-mandated student evaluations for each course taught (copies of the actual evaluations for every class for no less than the last three years, reflecting a pattern of positive evaluations)
- Annual School Director/FEC committee evaluations
- Pre-tenure review letters from all levels of review

Further evidence may include, but is not limited to, any combination of the sources listed below:

A. Evaluation of Classroom Instruction

- Syllabi and course content are current and thorough in coverage
- Evidence of high academic standards (e.g., strategies to encourage critical thinking, writing assignments, including original sources among the required readings, etc.)
- Peer classroom observations
- Student comments and course ratings from the faculty member's own evaluation instruments (if available)
- Unsolicited letters of evaluation or commendations for teaching
- Teaching awards (e.g., University Teaching Award,)
- Responsiveness to student needs (e.g., available for student conferences, appropriate office hours, sensitive to needs of students with disabilities)

B. Contributions to Student Mentorship

- Practicum Supervision
- Research mentorship of undergraduates (e.g., working in the laboratory)
- Undergraduate and Graduate student advisement

C. Evaluation of Instructional Contributions to the mission of the School

- Large lecture course responsibilities
- Time intensive courses
- Preparation of new course or an extensive overhaul of an existing course
- Number of new preps
- Number of different courses taught

D. Evaluation of Professional Contributions in the area of Teaching

- Published textbooks, lecture notes, or laboratory manuals
- Membership on panels or testimony concerned with teaching
- Presentations or publications relevant to the teaching of psychology

Tenure Track Teaching Expectations

Evidence of sustained teaching effectiveness is necessary for promotion to Professor for tenure track faculty.

Teaching & Clinical Track Teaching Expectations

The expectation for promotion is that the applicant provide evidence of a **pattern of exceptional teaching** to include such indicators as: peer observations of teaching which note exceptional performance, course evaluations which exceed the departmental average, supervision evaluations noting exceptional performance, letters of support from School colleagues with familiarity with your teaching/ supervision, recordings of exceptional teaching examples, teaching awards received (or nominations), teaching grants received (or submitted), evidence of successful contributions in the area of curriculum development, examples of how one has incorporated technology in the classroom in some exceptional way, evidence that one has met or exceeded best practices with regards to syllabi, and/or evidence of exceptional efforts toward student mentorship.

Evidence of sustained exceptional teaching is necessary for promotion in-rank to *Senior Lecturer* or *Teaching/ Clinical Professor*.

Service

The School of Psychology realizes that in order for schools, colleges, universities, professional organizations and communities to thrive, individuals must give of their time, energy and expertise in ways that serve to sustain and promote those organizations. We value service-related activities and recognize that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university. **Non-tenure track, teaching/ clinical track faculty are expected to engage in service-related activities which are tied to clinical activities, curriculum development, quality instruction and student success initiatives.**

What follows are indicators of service-related activities. This is not an exhaustive list of contributions in the area of service, and faculty members are not expected to contribute in all of the areas listed. Credit for university service does **not** follow the assumption that university-level service is more valuable than college service, which is more valuable than School service. Credit for service is determined by how time consuming and essential the task is. This list is not exhaustive.

We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. Teaching and tenure-track faculty are expected to demonstrate professionalism in their

interactions with colleagues, students and staff. This includes regular attendance at meetings, working to ensure tasks are distributed equitably across faculty, prompt and respectful engagement with students, colleagues and staff and a commitment to the goals of the School, College and University.

1. **University/academic service** includes directing or serving on university, college or School-level committees, program administration (Training Director, Clinic Director), School-related service (e.g., coordinating the undergraduate subject pool; arranging educational colloquia; recruitment and retention initiatives), graduate program service (e.g., admissions, coordinating externships, serving on committees). For teaching-track faculty, preference should be given to activities which focus on curriculum and student success initiatives. For Clinical & Teaching Track faculty at all ranks, credit for service is determined by the impact on instructional quality and student success.
2. **Professional Service** to include service to the profession, leadership roles, and assisting with conference development. Tenure-track faculty may show evidence of editorial service by serving as ad hoc reviewers, editorial board members, or editors/associate editors. Professional service associated with accreditation or serving on review boards for external funding agencies is also considered in this domain. For teaching-track faculty, these activities should be tied to the instructional and/or supervision activities associated with the position.
3. **Community Service** to include community education/ outreach and consultation. For teaching-track faculty, this should be connected to the instructional and supervision activities associated with the position.

Tenure Track Faculty Service Expectations

For promotion in-rank to *Professor* evidence of sustained service is necessary as evidence by continued satisfactory evaluations.

Teaching & Clinical Track Faculty Service Expectations

For promotion in-rank to *Senior Lecturer or Teaching Professor* evidence of sustained service related to quality instruction and/or student success is necessary.

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

A formal development plan for improvement is initiated by the School Director and/or FEC after a faculty member receives: (i) their second consecutive assignment of "Does Not Meet Expectations" in one of the three categories of faculty workload (teaching, research/creative activities, service) or (ii) assignment of "Does Not Meet Expectations" in at least two categories in the same year. Please see the [Faculty Handbook](#) (4.5.4) for details on this process.

Appendix B: Annual Evaluation Rubric

TEACHING

<i>Full criteria found in narrative</i>	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS <i>(Includes all criteria for Meets Expectations)</i>
Teaching Expectations	<ul style="list-style-type: none"> • Consistently failing to satisfy one or more of the criteria from the “meets expectations” list. • Professional behaviors are determined to be deficient • Teaching effectiveness determined to be below average and/or a multiple instances of other reported concerns. • Ethical violations or other violations of the university code of conduct 	<ul style="list-style-type: none"> • Teaching the full complement of assigned courses • Submit syllabi (electronic preferred) at the first class meeting • Start and end classes on time and meet the class at each scheduled meeting time throughout the semester. • Complying with university and federal policies. • Fulfilling office hours • Respond promptly to student emails and return student assignments promptly. • Submit course grades in a timely manner • Demonstrate teaching effectiveness through student course evaluations and portfolio review • Demonstrate evidence of high academic standards 	<p>At least <u>two</u> of the following:</p> <ul style="list-style-type: none"> • Develops new course to meet School need or takes the lead on significant course redesign to meet School needs. • Supervises graduate student teaching • Consistently at or above School averages on course evaluations. • Offers opportunity for independent study • Demonstrates innovative teaching approaches • Teaching award received • Published paper/presentation which results from innovative teaching practice and/or research conducted through the course • Extraordinary individual attention to students • Assuming primary administrative or technological responsibilities for large, online, or team-taught courses.

		<ul style="list-style-type: none"> • Update materials regularly to keep course content current • Consistent support for graduate research • Participates in academic advising/mentoring of undergrad and graduate students • Active and consistent use of Canvas for online courses • Online courses include substantive faculty-student interaction. 	<ul style="list-style-type: none"> • Participation in the teaching development opportunities • Other evidence of exceptional teaching.
Collegiality	Failure to meet expectations includes a multiple instances of disrespect for colleagues' teaching, disparaging remarks, and a lack of willingness to support teaching efforts for peers.	Collegiality in the context of teaching includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students and willingness to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.	Exceptional examples of collegiality include mentoring teaching for peers, collaborations which exceed the norm and make exceptional impacts on the School.
Engagement	Failure to meet expectations with engagement includes, but is not limited to, multiple instances of an unwillingness to comply with teaching	Engagement in the context of teaching includes, but is not limited to, faculty responsiveness to student inquiries, availability for meeting	Exceptional examples include efforts going well beyond the standard expectations associated with teaching/ mentoring and/or carrying more than the required share of

	responsibilities, and/or unresponsiveness to student inquiries.	with advisees/mentees as appropriate and carrying equitable share of the School's teaching responsibilities, as negotiated with the School director.	teaching responsibilities for the School.
Meets expectations in teaching requires no scores in "Does Not Meet". Exceeds expectations in teaching requires "Exceeds" in Teaching Expectations and at least "Meets Expectations" in Collegiality and Engagement.			

RESEARCH

<i>Full criteria found in narrative</i>	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS <i>(Includes all criteria for Meets Expectations)</i>
Dissemination of research/creative activities	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) at a rate lower than the standard performance level identified within the unit (<i>Fewer than 1 publications/year across 3 years</i>).	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) as reflected within the standard performance level identified within the unit <i>At least 1 published/in press peer reviewed journal article (or book) each year across 3 years</i> .	Disseminates work through unit identified channels (e.g., peer-reviewed journals, books, performance, etc.) at a rate that exceeds the standard performance level identified within the unit (<i>more than 4/year published/in press peer reviewed articles (or books) across 3 years; some of which are first or senior authored.</i>)
Applications for internal/external funding	Submits application for internal/external funding of research/creative activities at a rate lower than the standard performance level identified within the unit (<i>Fewer than 1 submission during each 3-year period</i>).	Submits application for internal/external funding of research/creative activities as reflected within the standard performance level identified within the unit. (<i>e.g., 1 internal or external grant submission (PI or Co-PI; includes training contracts) for each 3-year period</i>).	Procures internal/external funding of research/creative activities exceeding the standard performance level identified within the unit (<i>2 or more external grant submissions (PI or co-PI) which includes F&A for each 3-year period</i>).
Student mentorship	Evidence of not meeting minimal research mentorship (<i>i.e.,</i>	Facilitates growth in their field of study through formalized mentorship of students and/or other faculty,	Facilitates growth in their field of study through formalized mentorship of students and/or other

	<i>chairing 1 student project/ year).</i>	service on student committees to include graduate examinations and dissertations as well as undergraduate honors theses, delivery of independent study courses, etc. as reflected within the standard performance level identified within the unit (<i>evidence of moderate research mentorship as evidenced by mentoring at least 1 student / year).</i>	faculty, service on student committees to include graduate examinations and dissertations, master's theses, and undergraduate honors theses, etc. exceeding the standard performance level identified within the unit (<i>evidence of extensive research mentorship mentoring 5 or more students / year).</i>
Professional Development (Clinical/ Teaching Track Only)	Failing to demonstrate evidence of professional development/ scholarship.	Examples include such things as (<i>evidence of one is required to meet expectations</i>): <ul style="list-style-type: none"> • Consistent engagement in professional development through active participation in university - sponsored or professional training focused on activities central to the key roles of the position (e.g., advising). • Participation in professional development activities focused on clinical work and other discipline/ position-relevant training (e.g., non-profit management; undergraduate advisement), 	Satisfying <i>one or more of the criteria</i> below while also meeting the criteria from the “meets expectations” list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis: <ul style="list-style-type: none"> • Professional development well beyond what is minimally required to teach courses at the University. • Scholarly contributions well beyond what is minimally expected for teaching and service.
Collegiality	Failure to meet expectations includes multiples instances of disrespect for colleagues’ research, disparaging	Collegiality in the context of research includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which	Exceptional examples of collegiality include peer mentoring, collaborations which exceed the norm and make exceptional impacts on the School.

	remarks, lack of willingness to support research efforts for peers, and/or failure to comply with research standards set in the School (e.g., SONA).	everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.	
Engagement	Failure to meet expectations with engagement includes multiple instances of inconsistent engagement in the research process or repeated absence from research activities for which you are charged to supervise, failure to maintain an active program of research, lack of utilization of research resources (e.g., lab spaces), being unavailable to or failing to regularly supervise student research, or other examples which demonstrate disconnection from the research expectations of the School.	Engagement in the context of research includes, but is not limited to, maintaining an active research program, and appropriate levels of supervision and responsiveness to the research process including regular oversight of student projects; chairs and serves on equitable share of Honor's College/ McNair, and graduate master's, specialist, and/or doctoral research/capstone/dissertation committees.	Exceptional examples include efforts going well beyond the expectations associated with research including providing mentoring and research support to students and colleagues well beyond the standards expected at the School.

TOTAL SCORE:

2/3 in Exceeds Expectations with 0 in Does Not Meet Expectations = Exceeds Expectations (requires at least Meets Expectations in Collegiality and Engagement).
 3/3 in Meets Expectations OR 2/3 Meets & 1 Exceeds = Meets Expectations (requires at least Meets Expectations in Collegiality and Engagement).
 2/3 in Does Not Meet Expectations with 0 in Exceeds Expectations = Does Not Meet Expectations

Director may use discretion in making final decisions about Meets expectations (e.g., evidence of performance which surpasses the minimum expectations in one category may make up for deficits in another) and Exceeds expectations (e.g., evidence of performance significantly above the minimum for meets expectations in at least two areas).

For teaching-track faculty, only professional development is counted in this domain.

SERVICE

<i>Full criteria found in narrative</i>	DOES NOT MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS <i>(Includes all criteria for Meets Expectations)</i>
Service Expectations	<ul style="list-style-type: none"> • Service activities fail to demonstrate minimum expectations (e.g., membership on committees, but infrequent contributions or attendance at meetings, not completing service tasks) • Frequent refusal to participate in regular School activities (including program, School faculty meetings) 	Evidence of regular, high quality participation in at least two examples of school, college, university and/or professional service	<ul style="list-style-type: none"> • Evidence of service responsibilities which exceed those of a typical faculty member and extend to multiple service responsibilities including School, college, university, and professional domains • Service which requires substantive work product and/or significant time commitment • Evidence of exceptional quality work in execution of service activities (need to demonstrate significant impact of service activities). • Assuming leadership roles on committees (including search committee chair; T&P committee chair) <p><i>Deficits in the quality of service engagement may prohibit awarding “exceeds expectations”</i></p>
Collegiality	Failure to meet expectations includes multiple instances of disrespect for colleagues’ service, including disrespectful and difficult behaviors while engaging in service experiences, an unwillingness to accept one’s fair share of service load or	Collegiality in the context of service includes showing respect for others and a willingness to do one’s fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to	Exceptional examples of collegiality include a willingness to contribute to service which exceed the norm and make exceptional impacts on the School/University; including an exceptionally positive disposition and approach to service work.

	unwillingness to collaborate and contribute toward shared governance.	collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.	
Engagement	Failure to meet expectations with engagement includes multiple instances of disengagement with service expectations including missing meetings, failure to complete requested service tasks and/or failure to contribute at the expected level on committees.	Engagement in the context of service includes, but is not limited to, a willingness to participate in program/ School activities, regular attendance at program/ School faculty meetings, responsiveness with regard to faculty correspondence.	Exceptional examples include efforts going well beyond the expectations associated with service and/or carrying more than the share of service responsibilities for the School/ University.
Meets expectations in service requires no scores in “Does Not Meet”. Exceeds Expectations requires Meets Expectations in both Collegiality and Engagement.			