Department of Psychology

Promotion & Tenure

and

Annual Faculty Review Documents

DEPARTMENT OF PSYCHOLOGY
CRITERIA FOR PROMOTION AND TENURE

(Criteria for Tenure and Promotion to Associate Professor APPROVED, April 23, 2010;
Revised March 2, 2012 & November 21, 2014)
(Criteria for Promotion to Professor APPROVED, August 23, 2010; Revised March 2, 2012; November 21, 2014)

TENURE and PROMOTION TO ASSOCIATE PROFESSOR

In addition to meeting the minimal criteria for tenure and/or promotion to Associate Professor found in the "Faculty Handbook," the Department of Psychology expects candidates to demonstrate (a) recognized accomplishment in education and training/mentoring, (b) recognized accomplishment in research, and (c) willingness to participate in departmental and institutional affairs. Satisfaction of the requirements below is necessary but may not be sufficient for promotion and tenure. Candidates may go up for promotion and tenure in their fifth year if they believe they have met all of the following departmental and university requirements, but they must go up for tenure and promotion by the end of the fall term of the sixth year of tenure-track employment. The Promotion and Tenure Committee (PTC) and Chairperson will use the following guidelines to evaluate each candidate's performance.

EDUCATION & TRAINING/MENTORING
Required:
- Satisfactory peer-reviews of teaching
- Satisfactory student evaluations of teaching
- Contributes to course and curriculum development
- Prepares original instructional materials
- Seeks to improve teaching methods and techniques
- Serves on thesis committees
- Involves students in research

RESEARCH
Required certified products:
- Presentations at national or international conferences
- PI or co-PI on one submitted application for external funding

Must have at least 3 certified products from among the following activities:
- Primary author making a substantial creative contribution (e.g., first or second author) on a peer-reviewed journal article*
- Primary author of a textbook
- Editor of a book
- Primary author of a chapter published in an edited book*
- Member of a journal's editorial board
- PI or co-PI on externally funded grants or contracts

* Students listed do not count in order of authorship

SERVICE
   Required:
- Contributes to departmental committees
- Activity on departmental committees has increased commensurate with experience

PROMOTION TO PROFESSOR

The Faculty Handbook states the "minimal criteria for consideration of appointment/promotion to the rank of professor" includes the "appropriate terminal degree from an accredited institution, and at least ten (10) completed years of appropriate experience unless there is exceptional performance." In addition to meeting the minimal criteria for promotion to Professor found in the Faculty Handbook, the Department of Psychology expects candidates to demonstrate ability, participation, and leadership in departmental, institutional, and/or professional affairs and demonstrate outstanding accomplishment in Education and Training/Mentoring and/or outstanding accomplishment in Research. Products submitted as evidence for outstanding accomplishment in education and training/mentoring or research must have been certified in the six years immediately preceding application for promotion to Professor. Products used in consideration for tenure or promotion to Associate Professor may not be considered in consideration for promotion to Professor. Satisfaction of the criteria below is necessary but may not be sufficient for promotion; it is the responsibility of the candidate to demonstrate *outstanding accomplishment* in education and training/mentoring and/or research. The PTC and Chairperson will use the following guidelines to evaluate each candidate's performance.

Required:
- Satisfactory peer-reviews of teaching
- Satisfactory student evaluations of teaching
- Contributes to course and curriculum development
- Prepares original instructional materials
- Seeks to improve teaching methods and techniques
- Involves students in research
- Serves on thesis committees
- Presentations at national or international conferences
- Editor of a book or contributing author on publications of the following types: peer-reviewed journal article, textbook, chapter in an edited book (a minimum of two products required).
- Reviews for professional journals, books, conferences, and/or program committees for conferences
- Participation and leadership in departmental, institutional, and/or professional committees

Must have at least 5 certified products from among the following activities[1]:
a. Working as an invited member of a national or international education and training committee/ subcommittee/task force
b. Holding an elected position on a national or international education and training committee/ subcommittee/task force
c. Chairing a University, state, national, or international education and training committee/subcommittee/task force

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[1] Products used to satisfy "required" criteria may also be certified as products meeting the criteria listed below.

d. Leading or chairing other Department, University, or professional service activities that provide a substantial contribution to education and training/mentorship (e.g., coordinating a successful effort for national accreditation, coordinating significant changes to a program's curriculum, serving as a site visitor for accreditation/evaluation purposes, directing an agency/organization/program)

e. Award presented by the College, University, state, national, or international organization recognizing accomplishment in education and training (for activities not receiving credit elsewhere)

f. Primary author making a substantial creative contribution (e.g., first or second author) on a peer-reviewed journal article*

g. Primary author on a textbook

h. Editor of a book

i. Primary author of a chapter published in an edited book*

j. Member of a journal's editorial board

k. PI or co-PI on an application for an externally funded grant or contract

* Students do not count in order of authorship

**PROTOCOL FOR CERTIFYING PRODUCTS IN RESEARCH
AND EDUCATION & TRAINING/MENTORING**
(APPROVED, August 23, 2010, Revised March 2, 2012 & August 19, 2016)

Faculty will submit products for certification annually.

Each product submission will include:
- The product (education and training/mentoring products shall be presented in a form appropriate for archiving as a work of limited circulation on the Department's Web site, where appropriate),
- A brief (one page maximum) summary that describes the individual's work on the product,
- A rationale for why the product merits consideration for certification (note: appearance on the list of products to be certified is not sufficient rationale),
- In lieu of the peer review process, a product being considered for education and training/mentoring will also require a brief letter (e.g., from a committee chairperson or other participant in the process that produced the product) attesting to the faculty member's role in the product.

Products shall be evaluated by one of two committees, either the **Research Certification Committee** or the **Education and Training/Mentoring Certification Committee**, as appropriate.

Each committee shall be composed of 5 tenured faculty (3 elected, 2 appointed by the department Chairperson). The members of each committee shall elect their own chairperson.

Each certification committee will be elected by a vote of the full time faculty in the ranks of instructor, assistant professor, associate professor, and professor in the department. Those eligible to vote will elect three tenured faculty members, who will serve staggered, non-renewable, three-year terms. The tenured faculty will elect one tenured faculty member to fill a vacancy each year. The tenured faculty may also fill vacancies caused by resignation or other contingencies. Members appointed by the Department Chairperson will serve, staggered, non-renewable three-year terms.

The certification calendar will only span the previous 6 years of products per instructions in the departmental promotion and tenure document.

Products will be considered individually, with a simple majority vote required for certification of the product.

PROTOCOL FOR EVALUATION OF TEACHING

Evaluation of teaching for all faculty members will include (a) peer evaluation of classroom performance and (b) student evaluations for each Fall Semester of the probationary period. The Peer Evaluation Form is presented in Appendix A.

Peer Evaluation of Classroom Performance
The following procedures will be used for peer evaluation of classroom performance.

1. Prior to the start of a course, the faculty member will select class meetings that would be appropriate for evaluation. Approximately 50% of the class meetings from each course should be available for evaluation.
2. The faculty member will select a member of the Department to serve as one of the peer observers. The Chairperson will choose a second, already tenured, faculty member.
3. The Chairperson will choose two class meetings to be taped. The faculty member will be informed of the tapings one week in advance.
4. From the two taped class sessions, the faculty member will select one for evaluation by the selected observers. Two observers will independently evaluate the tape of the class selected.
5. The observers' report will be based on the attached Peer Evaluation Form, Appendix A. The reports will be evaluated by the PTC each year.
6. Narrative feedback, based on the observers' report and a summary of student evaluations will become part of the faculty member's personnel record.
7. At a minimum, classroom observations (via videotape) will be conducted once during each year of the probationary period.

Student Evaluation of Teaching
The following procedures will be used in securing and reporting student evaluations. Items 1 through 6 below pertain to all faculty members in the Department. Item 7 outlines how student evaluations will be used with respect to non-tenured faculty during the probationary period.

1. Several weeks prior to the end of each fall semester, all faculty members will be evaluated by their students in all of their courses using the form adopted by the Department. (Note: Evaluation of courses for merit consideration is a separate issue and should follow the guidelines specified in the adopted Merit Document.)
2. A graduate assistant will read the adopted instructions, distribute the evaluation forms, and return the completed forms in a sealed envelope to the main office.
3. The faculty members should absent themselves from their classes during the evaluation process.
4. Evaluations will be sent to the computer center and results returned to faculty, after review by the Chairperson.
5. The Chairperson will provide feedback regarding student evaluations to each faculty member during a spring conference.
6. The Department is responsible for maintaining the student evaluations.
7. The student evaluations of non-tenured faculty will be reviewed by the DPC each year. If desired, faculty members may present their comments regarding the results of the evaluations to the DPC. Narrative feedback about the student evaluations, in addition to the peer evaluation feedback noted in item 6 above, will be provided to the PTC.

Appendix A

Classroom Observation/Peer Evaluation Form
Department of Psychology

Based on your observation, please note in the space provided evidence (including specific examples) relevant to the seven items listed below. Please note that the parenthetical examples are provided for illustrative purposes only, to assist you in your observation. They are not intended to provide an exhaustive "checklist" of relevant behaviors.

1. The instructor communicated the subject matter effectively (e.g., provided an overview of the class session and stated objectives, spoke clearly and with adequate volume, proceeded at a good pace, slowed down for difficult or complex ideas, stayed on the theme of the class session, defined new terms, signaled transitions for new topics, tied topics together).

2. The instructor clearly explained material (e.g., used concrete examples, used multiple examples, pointed out practical applications, and stressed important points, repeated and rephrased difficult ideas, periodically summarized).

3. The instructor showed enthusiasm for the subject (e.g., spoke expressive or emphatically, moved about while lecturing, used hand and arm gestures, used eye contact, showed facial expressions, used humor, used extemporaneous delivery).

4. The instructor was well prepared for class (e.g., provided a class session outline or used other organizational strategies, presented a clear and coherent lecture; used overheads, handouts, or demonstrations that were relevant; could answer relevant questions).

5. The instructor encouraged and was responsive to student participation (e.g., asked questions, paused after questions, encouraged questions and discussion, praised students for good ideas).

6. The instructor showed an interest in and respect for students (e.g., addressed students by name, talked with students after class, was friendly and easy to talk to, showed tolerance for other viewpoints, and was polite in response to irrelevant or poorly conceived questions or comments).

7. The instructor was concerned that students learn and understand the material covered (e.g., offered to help students with problems, asked students if they understood difficult concepts, and took time to clarify when students exhibited signs of confusion or uncertainty).

Promotion and Tenure Meeting Protocol
(Adopted August 27, 1999; Revised August 23, 2010, March 2, 2012, November 21, 2014, December 1, 2016)

Pre-meeting protocol

1. Department Chairperson reviews "Criteria for Promotion and Tenure" document and "Promotion and Tenure Meeting Protocol" with the candidate at least two weeks prior to the Promotion and Tenure Committee (PTC) Meeting.

2. The faculty member will provide the P&T Dossier, Collection of Artifacts/Documentation (as described in FH Section 4.4.5.1), and the Departmental Summary Document (see attached) to the PTC Chairperson at least one week prior to PTC meeting. The PTC chairperson will make these materials available to committee members via the PTC AsuLearn site.

3. If the candidate is an Assistant Professor, her/his Lead Mentor will serve as the liaison to the PTC. If the candidate is an Associate Professor, she/he will pick a PTC member to serve as the liaison. The role of the liaison is NOT to be an advocate for the faculty member under review, but rather to provide information to the faculty member about the process and to provide objective information and data about the faculty member's performance to the committee. The liaison is responsible for meeting with the candidate and obtaining information concerning the candidate's performance that is not presented in the documentation. The liaison will relay this information to the PTC and be prepared to answer questions raised by the PTC.

4. Each PTC member carefully reviews candidate's supporting documentation and findings from the Certification Committees.

Meeting Protocol

Only one candidate will be considered per PTC meeting. If more than one candidate is to be considered, the order will be determined randomly.

1. Candidate invited to meeting and is given ample time to present evidence of productivity. Candidate will be asked to cover all points in the "Criteria for Promotion and Tenure" (P&T) document as well as present additional material supporting his/her total contribution to the Department of Psychology and the University.

2. Candidate answers questions from the PTC. Candidate is excused from meeting but should be available for further questions.

3. For candidates seeking tenure and promotion to associate professor, a single motion can be made to recommend both tenure and promotion. For candidates seeking promotion to the rank of professor, a motion can be made to recommend the candidate's application for promotion. A call for discussion is made.

For promotion to Associate Professor and Tenure:
The PTC proceeds by asking two questions for each section of the P&T document (i.e., Education and Training/Mentoring, Research, Service):
1. Does this candidate meet the required criteria in this area?
2. In what ways has the candidate exceeded the required criteria in this area?

After each section has been discussed, the PTC discusses the candidate's potential for quality contributions to the Department, University, and profession as a faculty member in the future.

For promotion to Professor:
The PTC proceeds by asking the following:
1. Does the candidate meet the required criteria for promotion to Professor?
2. Based on the certified products, does the candidate demonstrate *outstanding* accomplishment in Education and Training/Mentorship and/or Research?
3. Does the candidate meet the requirements specified in the Faculty Handbook for promotion to Professor?

After these questions have been discussed, the PTC considers the candidate's potential for quality contributions to the Department, University, and profession as a faculty member in the future.

4. A call for vote is made. Votes are submitted by anonymous ballot and absentee ballots are allowed for PTC members unable to attend the meeting. No abstention votes are allowed in PTC personnel decisions. An affirmative recommendation must be supported by a majority vote of the committee membership. Votes are counted and then recorded in the PTC's minutes.

5. Candidate is notified of the PTC's recommendation within one working day and Department Chair's recommendation within five working days.

6. The results of the PTC's vote, supporting material, and all documents submitted to the committee, shall be forwarded with the departmental chair's recommendation to the Dean of the College of Arts and Sciences and through the Dean to the Provost and Executive Vice Chancellor.

Summary Document for Promotion and Tenure Review

A summary document will be created that provides evidence of how the candidate met promotion and tenure requirements. Under each bulleted requirement, the candidate will provide appropriate data for how they have met that requirement. For example, summary data will be provided for satisfactory student evaluations of teaching, certified products will be listed under each research category, and a list of service activities should be provided under the appropriate service categories.

EDUCATION & TRAINING/MENTORING
   Required:
- Satisfactory peer-reviews of teaching
- Satisfactory student evaluations of teaching
- Contributes to course and curriculum development
- Prepares original instructional materials
- Seeks to improve teaching methods and techniques
- Serves on thesis committees
- Involves students in research

RESEARCH
   Required certified products:
- Presentations at national or international conferences
- PI or co-PI on one submitted application for external funding

   Must have at least 3 certified products from among the following activities:
- Primary author (e.g.., first or second author) making a substantial creative contribution on a peer-reviewed journal article*
- Primary author of a textbook
- Editor of a book
- Primary author of a chapter published in an edited book*
- Member of a journal's editorial board
- PI or co-PI on externally funded grants or contracts

* Students do not count in order of authorship

SERVICE
   Required:
- Contributes to departmental committees
- Activity on departmental committees has increased commensurate with experience

Summary Document for Promotion Review

A summary document will be created that provides evidence of how the candidate met requirements for promotion. Under each bulleted requirement, the candidate will provide appropriate data for how they have met that requirement. For example, summary data will be provided for satisfactory student evaluations of teaching, certified products will be listed under each research category, and a list of service activities should be provided under the appropriate service categories.

Required:
- Satisfactory peer-reviews of teaching
- Satisfactory student evaluations of teaching
- Contributes to course and curriculum development
- Prepares original instructional materials
- Seeks to improve teaching methods and techniques
- Involves students in research
- Serves on thesis committees
- Presentations at national or international conferences
- Editor of a book or contributing author on publications of the following types: peer-reviewed journal article, textbook, chapter in an edited book (a minimum of two products required).
- Reviews for professional journals, books, conferences, and/or program committees for conferences
- Participation and leadership in departmental, institutional, and/or professional committees

Must have at least 5 certified products from among the following activities:
a. Working as an invited member of a national or international education and training committee/ subcommittee/task force
b. Holding an elected position on a national or international education and training committee/ subcommittee/task force
c. Chairing a University, state, national, or international education and training committee/subcommittee/task force
d. Leading or chairing other Department, University, or professional service activities that provide a substantial contribution to education and training/mentorship (e.g., coordinating a successful effort for national accreditation, coordinating significant changes to a program's curriculum, serving as a site visitor for accreditation/evaluation purposes, directing an agency/organization/program)
e. Award presented by the College, University, state, national, or international organization recognizing accomplishment in education and training (for activities not receiving credit elsewhere)
f. Primary author (e.g.., first or second author) making a substantial creative contribution on a peer-reviewed journal article*
g. Primary author on a textbook
h. Editor of a book
i. Primary author of a chapter published in an edited book*

j. Member of a journal's editorial board
k. PI or co-PI on an application for an externally funded grant or contract

*Students do not count in order of authorship

PTC Annual Review Protocol
(Adopted August 27, 1999; Revised May 2008, August 23, 2010, March 2, 2012, November 2014)

Meeting Schedule

In accordance with the Department of Psychology Guidelines for Promotion and Tenure, the Promotion and Tenure Committee (PTC) will evaluate and provide feedback on the performance of each untenured, tenure-track faculty member starting in the spring semester of her/his third year of employment. The PTC review meeting will be scheduled to follow the annual review conference with the department chairperson. The PTC evaluation will cover the same period as the annual review. The following procedures will be employed.

Note: This evaluation is separate from Reappointment and Promotion and Tenure decisions. The PTC will use the procedures described in the Faculty Handbook for Reappointment and Promotion and Tenure Decisions. Additionally, for Promotion and Tenure Decisions, the PTC will use the Promotion and Tenure Meeting Protocol.

Pre-meeting protocol

1. Department Chairperson reviews "Criteria for Promotion and Tenure" document and the "PTC Annual Review Protocol" with faculty member at least two weeks prior to PTC Meeting.

2. Faculty member provides documentation of productivity including vita at least one week prior to meeting. These materials will be loaded to the PTC website on ASULearn.

3. Assistant Professor's Lead Mentor will serve as the liaison for the PTC. The role of the liaison is **NOT** to be an advocate for the faculty member under review, but rather to provide information to the faculty member about the process and to provide objective information and data about the faculty member's performance to the committee.   The liaison will additionally be responsible for providing the PTC with the faculty member's Evaluation Summary Sheet and Outline of Activities (see attached) that pertain to this year's evaluation.

4. Each PTC member carefully reviews the faculty member's supporting documentation.

<u>Meeting Protocol</u>

1. The faculty member is invited to the meeting and is given ample time to present evidence of productivity during the review period.

2. The faculty member answers questions from the PTC. Faculty member is excused from meeting but should be available for further questions.

3. The liaison reviews the evidence of the faculty member's performance in the areas of Education and Training/Mentoring, Research, Service. After considering all information in one area (e.g., Teaching), the liaison presents a motion that the faculty member's performance is "Acceptable" in that area, across years, to suggest that with sustained performance at that rate, appropriate progress toward tenure is being made. After all three areas are considered and certified, a motion will be made to indicate that the faculty member's cumulative performance (across all areas and years) suggests appropriate progress toward promotion and tenure is being made. All votes are to be conducted by secret ballot (either paper or electronic) and recorded in the minutes of the meeting. If a motion in any of the three areas or in the final cumulative appraisal fails, the faculty member's performance in that (those) area(s) will be categorized as "Needs Improvement" and the Mentoring Committee (and Chair) will provide written feedback indicating the areas of concern. This information will be recorded on the Evaluation Feedback Sheet completed by the Chair. All motions must be stated in the affirmative and all votes require a majority to pass.

4. After the meeting, the Lead Mentor is responsible for completing the current year's official version of the Evaluation Summary Sheets within four working days. Within five working days, a copy of each sheet will be given to the faculty member along with the Evaluation Feedback Sheet.

EVALUATION SUMMARY SHEET FOR **DR. SAMPLE**

Teaching	Year 1		Year 2				Year 3				Year 4				Year 5				Year 6			
	Fall 2015		Spring 2016		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019		Fall 2019		Spring 2020		Fall 2020	
Course Evaluations	SE	GPA	SE	GPA	SE	GPA	SE	GPA	SE	GPA	SE	GPA	SE	GPA	SE	GPA	SE	GPA	SE	GPA	SE	GPA
Psy 2402	4.4	2.59	4.4	2.83																		
Psy 2402			4.4	2.98																		
Psy 3100	4.3	2.65	4.5	2.98	4.5	2.54																
Psy 3213					4.7	2.53																
Psy																						
Psy																						
Teaching Awards																						
Thesis Activity																						
Chair, Master's Thesis																						
Member, Master's Thesis																						
Chair, Honor'sThesis																						
Member, Honor's Thesis			1																			
Other Teaching																						
Scholarship																						
Publications																						
Peer-reviewed articles			B																			
Book - author																						
Book - editor																						
Book - chapter																						
Grants																						
External - funded																						
External - submitted			C																			
Internal - funded																						
Presentations																						
APA, APS																						
Other national/inter.	A		D, E, F																			
Regional APA																						
Other regional																						
State or local																						
Editorial Work																						
Journal editor																						
Book review																						
Manuscript review	1		3																			
Other Scholarship																						
Service																						
Department	1		2																			
University																						
Profession																						
Other Service																						

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Dr. Sample
Annual Evaluation for 2016-2017

<u>Teaching</u>

Spring 2016

		Student Evals	GPA
Psy 3213	Social Psychology	4.43	2.83
Psy 3213	Social Psychology	4.39	2.98
Psy 3100	Research Methods is Psychology	4.50	2.98

Fall 2016

		Student Evals	GPA
Psy 3213	Social Psychology	4.72	2.53
Psy 3100	Research Methods is Psychology	4.46	2.54

Thesis Committees – Chair (3)
Catrice Shira, MA, expected Spring 2016
Melonie Croney, expected Spring 2017
Lindsy Dyson, Honors, expected Spring 2017

Thesis Committees – Member (4)
Jerrold Jobst, Honors, completed Spring 2016
Lucio Lawton, MA, expected Spring 2017
Blanca Bair, MA, expected Spring 2017
Else Eby, Honors, expected Spring 2017

<u>Scholarship</u>

Journal Publications (1)
Sample, J. R. (2016). Title, Journal, Issue, page numbers

Grant Activity (1 funded, 1 under review)
Internal
Sample, J. R. (Funded). Title, Agency, Amount.
External
Smith, J. R. (Under Review). Title, Agency, Amount.

Presentations at a National Conference (3)
Sample, J. R. (2016, November). Title. Paper/Poster at Conference Name, Location.

Sample, J. R. & Student, W. T (2016, November). Title. Paper/Poster at Conference Name, Location.

Student, W. T, & **Sample, J. R**. (2016, December). Title. Paper/Poster at Conference
    Name, Location.

Manuscript Reviews (3)
    Reviewer, Journal Article, *Journal Name*

    Reviewer, Journal Article, *Journal Name*

    Reviewer, Journal Article, *Journal Name*

<u>Service</u>

Departmental (2)
- Committee, Member, Psychology Subject Pool Committee
- Committee, Member, Undergraduate Assessment Committee