

**COLLEGE OF Arts and Sciences**

**DEPARTMENT OF Psychology**

## **GUIDELINES FOR TENURE AND PROMOTION**

### **Introduction**

This document provides you with information relative to this Department's expectations of employees and the criteria by which individuals will be evaluated. This will also provide you with some guidance and understanding of the standards and criteria by which the Department Chair and Departmental Promotions Committee should judge submissions for purposes of tenure and promotion. These expectations reflect the Department's mission, and are appropriate for an institution like the University of North Alabama. Each tenure or promotion case is unique and will be treated as such. However, each case will be evaluated within the general context of the following expectations. These expectations are clarifications and interpretations of the standards specified in the Faculty Handbook regarding tenure or promotion.

The University requirements for tenure and promotion articulated in the Faculty Handbook are MINIMUM REQUIREMENTS (See Section 3.5. of the UNA Faculty Handbook, 'CRITERIA FOR APPOINTMENT, PROMOTION, AND TENURE', available at the following web site:

<http://www.una.edu/administration/Handbook.fh3.doc>. The requirements specified here are the bare minimums below which tenure and/or promotion should not be granted unless some remarkable circumstances are present. Exceptions will be rare and used only in extreme, unique cases. The Chair would be reluctant to recommend exceptions to these bare minimums, and then only when a compelling case has been made for the need to do so. This need should always be based on departmental, college, and institutional benefits to be derived from the exception.

### **EVALUATION OF CANDIDATES FOR TENURE**

University policy requires a minimum probationary period ranging from six successive academic years for someone appointed at the instructor rank, to three successive academic years for someone appointed at the [full] professor rank. Policy also stipulates that "the President may, after appropriate consultation, grant tenure at any time if good and sufficient reasons exist for doing so." All candidates for tenure in the Department should have completed the Ph. D. or other acceptable doctoral degree in the field of psychology.

Decisions on tenure will be based on the candidate's accomplishments in four areas:

1. Effectiveness as a teacher and advisor
2. Effectiveness in research
3. Effectiveness in service
4. Collegiality.

The relative weight of these four areas in the evaluation process differs by the action requested on behalf of the candidate.

#### Teaching/Advising

Evidence for teaching effectiveness should be supported by reasonable evidence such as syllabi, tests, course materials, student evaluations, awards, development of courses, and comments from students regarding the effectiveness of the candidate in this area. All members of the Department of Psychology are expected to advise students, and the Department Chair should consider feedback regarding this as a type of information.

#### Research

Psychological research is important; and the candidate should produce evidence supporting achievement in recent research and show evidence of having developed a productive program of scholarly activity. Naturally, this should include any research attempt, whether it results in a publication or not. Some of this research should include the involvement of undergraduate students in significant roles as this is an important experience for them in learning research methodology and in strengthening their vitae. Such evidence of research could include presentations at scholarly meetings, research grants, publications in scholarly journals, book reviews, publications, or collection of data sets that will eventually be presented in scholarly forums. This list is by no means exhaustive.

#### Service

Candidates for tenure should have shown a willingness to participate actively in the burdens and responsibilities of Departmental functions, faculty governance and relevant community service. Participation involves far more than mere membership on university committees. It involves a willingness to assume responsibilities for committee work, projects, and programs, and to contribute significant time and energy to the mission and goals of the Department and the broader university.

### Teaching

The candidate should have demonstrated continued effectiveness in teaching ability as supported by the criteria below.

### Research

The candidate should have evidence of an active, identifiable, targeted program of scholarship that includes recent publication in refereed psychological or interdisciplinary journals. Both quantity and quality of the scholarship are important and methods of demonstrating this are found in the criteria below.

### Service

The candidate should have evidence of an expanded commitment to service by taking on additional or more responsible assignments at the department, college, university, or community level. The candidate should also participate in professional organizations at the state or regional level, possibly even in committee and/or leadership service.

## Standards for Promotion or Appointment to the rank of [Full] Professor\*

### Teaching

The candidate must have demonstrated a continued commitment to teaching effectiveness as supported by the criteria below.

### Research

Candidates for promotion to [Full] Professor should have demonstrated excellence in scholarship at the regional, and national or international level. This scholarship must reflect a significant body of peer-reviewed work.

### Service

The candidate should have extensive involvement in service to the University, professional organizations, and relevant community service.

As University policy states: "It is not expected that every individual will excel in all of the general criteria, but neither is it expected that the individual will have a complete void in any of the three areas". All three of these categories are essential elements of all faculty members in the Department. In considerations of promotion at all ranks, the evaluation reflects the evolution of the candidate's credentials since the last promotion or job action. Specifically, what the candidate has accomplished in each area since the last time the candidate was promoted or appointed to a given rank will be evaluated. In other words, the key determinant

Research in psychology reported by one of three methods: (1) presentation at professional meetings, (2) publications, and (3) external research grants. All of these methods have different levels of importance within them.

For presentations, those made at national or international meetings are more impressive than those made at regional meetings, and those more so than state meetings, with some exceptions due to how thorough and complete the review process.

One of the biggest problems confronting candidates for promotion in any Department concerns the definition of "refereed scholarship", whether traditional book or journal publication, or applied research. The key to evaluating scholarship, regardless of type, is the refereed nature of that scholarship. For publications and papers at conferences, was the work submitted to a competitive, vigorous review process? Was the writing subject to a critical review and analysis by other scholars? In general, scholarship that has been subject to a rigorous, refereed review process should be regarded as having more significance. The rigor of the review (possibly indicated by the publication's rejection rates) becomes more important as the candidate moves through the academic ranks. Ordinarily, a refereed psychological journal should have a list of editors, consulting reviewers, or other named persons who are involved in the review process.

Similarly, external grants differ in size and professional status. External grants considered as evidence of scholarship should have undergone a critical, scholarly peer-review process and be of a competitive nature.

Another key is the contribution the scholarship makes to the profession. An unpublished paper does not contribute as much to the profession as does a published article. Some of the variables that apply in the evaluation of scholarship are:

- The nature of the scholarship (article, paper, monograph, book, textbook)
- The extent and thoroughness of the refereeing method
- The reputation of the outlet for the scholarship (journal, press)
- The originality of the scholarship and its contribution to the profession

Faculty are encouraged to consult the Chair and other faculty in the Department for additional advice and assistance as they develop their cases for promotion and tenure.