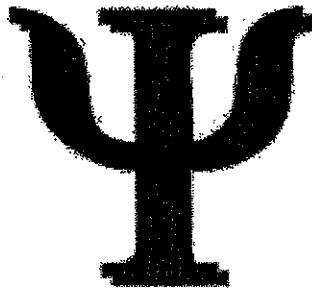


**Department of Psychology**  
**Tenure/Promotion Guidelines**



**September 12, 2011**

### Preamble

The following guidelines set specific standards for the faculty member in the tenure and promotion process. Although intended to provide a framework of the standards for the tenure and promotion process, meeting the standards does not guarantee that a faculty member will secure tenure and/or promotion. These guidelines do not create any contractually binding obligations for The University of Southern Mississippi. Information set out in these guidelines does not replace, amend, or abridge policies of the Mississippi Board of Trustees of State Institutions of Higher Learning.

The Department of Psychology abides by the pre-tenure assessment and tenure and promotion calendar published annually by the Provost's Office and the calendar provided by the Dean's Office which takes into consideration the solicitation process for external reviewer letters. Therefore, dossiers submitted to CAC after the published date for tenure, promotion, and pre-tenure (third-year review) assessment submissions, will not be considered in that academic year. Pre-tenure assessments are designed to determine whether the candidate is making satisfactory or unsatisfactory progress toward an award of tenure and promotion in the Department. In addition, dossiers submitted to CAC without appropriate documentation as described in this document will not be considered for tenure, promotion, or pre-tenure assessments in that academic year.

Any dossier submitted for review must include any previous application(s) and/or communication(s) regarding tenure/promotion including pre-tenure assessment (third-year review) information and annual evaluation reviews. Information may include, but not be limited to, previous decisions or if an applicant has been granted an extension. All relevant documents will be considered in tenure/promotion decisions.

### Research and Scholarly Activity

The Department of Psychology acknowledges that it is through the production and dissemination of research that knowledge is acquired and that scholarship is crucial for the mission of this research intensive university. To be successful at the pre-tenure (third-year review) level and tenured in the Department of Psychology, a faculty member must be an active and productive researcher. We recognize that scholarship is multifaceted and that scholarly activity must be assessed in diverse ways. What follows are indicators of research productivity. This is not an exhaustive list.

- A. Initiation and maintenance of an active program of research. 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 pre-tenure review and 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 pre-tenure review and T/P are necessary. Research and scholarly activity completed prior to the time period being considered for pre-tenure review and T/P will be considered but given less weight. Exceptions for faculty employment at other universities or

“short clocks” should be taken into consideration as appropriate. General expectations are provided below.

- B. Appropriate efforts to secure external funding.
- C. Other evidence of scholarship such as book chapters, books, edited books, and conference presentations will be considered.
- D. At least three external reviewer letters will be taken into consideration when evaluating the candidate’s research (see attached for a description of the processes for securing reviews). These letters may also speak to the candidate’s service or teaching contributions. External reviewer letters are required for the T/P application only and are not solicited during the pre-tenure assessment.

**Research expectations for pre-tenure assessment and tenure and promotion in-rank to Associate Professor<sup>1</sup> are:**

- A. Pre-tenure Assessment: The candidate for successful pre-tenure assessment (third-year review) will have a record of success in publication and presentation of their research. The approximate research expectations for a successful pre-tenure assessment include two to three publications (in press or in print) in refereed journals, one of which will likely be the individual’s dissertation. The number of expected publications may vary depending on the quality/impact of the publication.
- B. The ideal candidate for tenure and 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 tenure and promotion in-rank to Associate Professor include the following:
  - 1. Approximately 7 publications in refereed journals. The number of publications may vary depending on the quality/impact of the publication.
  - 2. The submission of at least one application for an external research grant. The faculty member should serve as either PI or co-PI on this grant application.
  - 3. Letters of support from three external reviewers 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.

<sup>1</sup> *The Psychology Department has determined that the same research criteria should be used for tenure and for promotion to the rank of Associate Professor (i.e., faculty who do not meet the criteria for promotion will not be tenured in the Department).*

**The research expectations for promotion in-rank to *Full Professor* are:**

- C. The ideal candidate for promotion to Full 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 Full Professor include the following:
1. A minimum of 9 publications in refereed journals since promotion to Associate Professor.
  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 Associate Professor at their respective institutions. These external reviewers should be employed in departments in the U.S. that are at least comparable to the applicant's department (e.g., if the applicant is in a doctoral degree granting department, then the reviewer should be employed in a doctoral degree granting department).
  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.

### **Teaching**

The Department 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 the 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 department chair/department personnel committee evaluations
- Third-year 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**

- Direction of Thesis and Dissertation research (including graduate and undergraduate students)
- Membership on Thesis and Dissertation Committees
- Practicum Supervision
- Research mentorship of undergraduates (e.g., working in the laboratory)

**C. Evaluation of Instructional Contributions to the Mission of the Department**

- 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

*Evidence of teaching effectiveness is necessary for tenure and promotion in-rank to Associate Professor.*

*Evidence of sustained teaching effectiveness is necessary for promotion in-rank to Full Professor.*

### Service

The Department of Psychology realizes that in order for departments, 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 individual faculty members are not expected to contribute in all of the areas listed. 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.

A. University/academic service

Credit for university service **does not** follow the assumption that university-level service is more valuable than college service, which is more valuable than department service. Credit for service is determined by how time consuming and essential the task is. This list is not exhaustive.

1. University service
  - Chairing a committee at the university level
  - Serving on a university committee
2. College Service
  - Chairing a college committee
  - Serving on a college committee
3. Departmental Service

- Committee work
  - Chairing departmental committees
  - Serving on departmental committees
- 4. Administrative
  - Serving as a training director
  - Serving as a clinical director
  - Serving in other capacities (e.g., chair, assistant chair)
- 5. Other contributions
  - Advisement, mentoring students, letters of recommendation
  - Coordinating undergraduate subject pool
  - Arranging educational colloquia
  - Recruitment
  - Development
- B. Program Service
  - Graduate admissions
  - Comprehensive exams (coordinating, constructing, grading)
  - Committee work
  - Externships
  - Maintaining accreditation
  - Licensure
  - Staffing clinics (night hours)
  - Coordinating internships
- C. Professional Service
- D. Service to Professional Organizations
  - Committee work for the organization
  - Leadership role in an organization
  - Reviewing conference submissions
- E. Editorial
  - Ad hoc reviewer
  - Editorial board member
  - Consulting editor
  - Associate editor
  - Editor
- F. Other
  - Accreditation site visitor (chair or serve as a member)
  - Grant review panel (chair or serve as a member)
- G. Community Service
- H. Community education/outreach

## I. Pro bono consultation

***Evidence of service is necessary for tenure and promotion in-rank to Associate Professor.***

***For promotion in-rank to Full Professor evidence of sustained service is necessary.***

### Collegiality

In considering an applicant for tenure, the reviewers will not only consider those same criteria required for promotion in rank but will also consider the individual's collegiality. While it is sometimes difficult to assess collegiality, those reviewing the applications for tenure will look for evidence that the candidate demonstrates a continuing pattern of working well with others and being respectful of students and the unit's common purpose. Collegiality implies active participation within the unit and a willingness to work with colleagues in a collaborative and cooperative manner while respecting their academic freedom. Collegiality does not mandate unanimity but does demand loyalty to the institution and civil treatment of colleagues (Hall, 2005). The expectation for collegiality applies equally to all members of an academic unit, tenured and untenured alike. Collegiality as a requirement for tenure is a component of professional conduct and is not intended to be discriminatory, as a way of silencing individuals nor avoiding controversial issues and discussions, but instead is intended to reduce unprofessional behaviors that result in purposeful division or disruption of the unit. Collegiality does not always equate to pleasantness nor does it simply imply positive relationships with administrators and senior faculty.

Candidates are expected to demonstrate *a continuing pattern of respecting and working well with peers, students, staff, and the unit's common purpose*. Collegiality will be evaluated by the presence of a variety of positive indicators and the absence of negative indicators. Candidates are encouraged to address the issue of collegiality in the narrative they provide for review.

*Specific examples of collegiality, which are not exhaustive, may include such positive indicators as:*

- Collaboration within the unit in program, department, college, and university
- Regular attendance and engagement at meetings
- Respect for department peers (initiating routine communication regarding course and program preferences, changes, logistics of teaching, etc.)
- Personal and academic integrity
- Volunteering in order to contribute to equity of departmental workload
- Agreeing to take leadership roles
- Respect for students
  - Providing timely feedback
  - Appropriate interpersonal interactions and awareness of professional boundaries
  - Attendance at student presentations (particularly as a committee member)




- Demonstrated interest and involvement in general departmental, college and university welfare
- Demonstrating professionalism and respect to the department, college and university (for example, maintaining confidentiality as appropriate, advocating for departmental needs)
- A commitment to the sharing of departmental resources

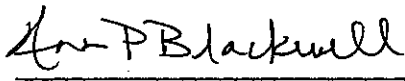
*Examples of negative indicators of collegiality:*


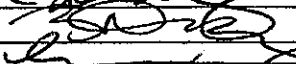

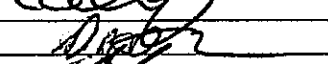
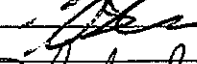

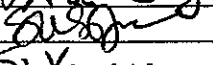

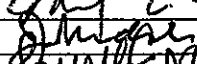
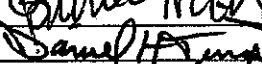
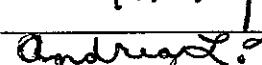





- General unavailability
- Routine unwillingness to serve on student committees
- Pattern of non-attendance at
  - Departmental meetings
  - College/university meetings
  - Student committee meetings
- A pattern of unwillingness to serve on or chair program, department, college, and university committees
- Inadequate performance as a committee member or chair of a committee
- Uncooperativeness including an unwillingness to agree to teaching assignments (to team teach, to teach specific courses, to prepare new courses, or teach in needed format) as appropriate to the faculty member's experience/expertise
- Failure to adhere to ethical academic practice including respect for and adherence to issues of confidentiality.
- Violations of academic integrity (e.g., misrepresentation of productivity)
- Academic bullying
- Repeated incivility




*External Review Letters*

At the time that the candidate submits his/her dossier, he or she will provide the Departmental Tenure Committee with a list of 10 potential external reviewers. These reviewers should (a) be employed in a department of psychology (or another department directly relevant to the candidate's field, such as a Department of Counseling) that provides doctoral training, (b) have achieved at minimum the academic rank that the candidate is applying for, (c) individuals who have not collaborated with the candidate and who are not personal acquaintances of the candidate. The chair of the candidate's Departmental Tenure Committee will then review the list and present it to the Departmental Tenure Committee with recommendations about which members of the list should be contacted first. Once approved by the Departmental Tenure Committee, the chair will request letters from the individuals on the list until at least three are secured. Individuals who agree to provide these reviews are then sent a copy of the candidate's cover letter, curriculum vita, and samples of refereed publications electronically or via postal services. External reviewers are asked to review the candidate's vita and scholarly publications and comment on the quality of their work. Reviewers are also welcome to address the candidate's service and teaching.

  
 D. Joe Olmi, Ph.D., Chair  
 Department of Psychology

 9/30/11  
 Ann P. Blackwell, PhD  
 Dean

Hattiesburg Faculty	Signature
Arnau, Randy	
Barry, Chris	
Barry, Tammy	
Berman, Mitch	
Dahlen, Eric	
Dufrene, Brad	
Echevarria, David	
Green, Brad	
Greer, Tammy	
Harsh, John	
Hajnal, Alen	
Jordan, Sara	
Kuczaj, Stan	
Leuty, Melanie	
Madson, Mike	
Mandracchia, Jon	
Nicholson, Bonnie	
Tingstrom, Dan	
Watson, Sheree	
Wesley, Andrea	
Yowell, Emily	

Gulf Coast Faculty	Signature
Agler, Lin	
Lyn, Heidi	
Mong, Michael	
Noguchi, Kenji	