

Procedures and Criteria for Tenure and Promotion in the Department of Psychology

DEPARTMENT MISSION

The mission of the Psychology Department is to promote and advance the discipline of psychology as a basic and applied science. This is achieved through (1) excellence in scientific research and scholarship that is recognized nationally or internationally; (2) the dissemination of psychological knowledge to students at the undergraduate, graduate, and professional levels; and (3) service to the university, community, and profession. In particular, the department stresses high quality undergraduate instruction and advising, graduate student professional development and mentoring, and the achievement of national prominence among its graduate programs.

The evaluation of faculty for tenure and promotion is based on the candidate's record in all three areas: scholarship, teaching, and service. Scholarship and teaching are weighted most heavily in the tenure and promotion decision. Because the department seeks to maintain and extend its national reputation in research, in most cases, research excellence is given greater weight in the tenure and promotion decision than teaching. The department, however, does recognize that there may be individuals who are exceptionally noteworthy in teaching and, have a sufficiently strong research record to qualify for tenure and promotion. Service is considered a necessary but not sufficient condition for tenure.

The Department's evaluation of a candidate will be consistent with the general criteria incorporated in the Faculty Manual as follows:

.... the primary bases for promotion and tenure will be documentation of a record of high quality teaching and research, scholarship, or creative performance, with consideration also given to documentation of a record of valuable service. ... Promotion and tenure will generally be awarded only if the evidence presented shows that a candidate's research/scholarship/performance accomplishments are excellent and the candidate's teaching is also strong, or if a candidate's teaching accomplishments are excellent and the candidate's research/scholarship/performance accomplishments are also sufficiently strong to meet the requirements for promotion. It will be unusual and exceptional to award promotion and tenure merely on the basis of strong performance in only one of these areas.

The criteria for tenure and promotion and the factors considered in evaluating the three areas are described below.

I. CRITERIA FOR TENURE AND PROMOTION

The Department of Psychology's evaluation of faculty for tenure and promotion is based on the candidate's record in the areas of scholarship, teaching, and service. The criteria for tenure and promotion and the factors considered in evaluating the three areas are described below.

The department considers tenure appropriate only at or above the level of associate professor. Normally, tenure is not awarded at the time of initial appointment. Consistency and durability of performance are relevant factors in evaluating faculty for tenure. Faculty members appointed at the rank of associate professor or professor normally will not be recommended for tenure until they are in their third year at the University of South Carolina.

Tenure and Promotion to Associate Professor. The candidate should have a sustained and continuing record of achievement in scholarship beyond the dissertation, principally in the form of publications. There should be evidence that the candidate has established a reputation among peers within the candidate's discipline as a productive scholar. Evidence of a reputation as a productive scholar will be indicated by a majority of external reviewers so indicating and by peer judgments of the scholarly activities listed in the section below labeled scholarship. Teaching should be evaluated as effective. Effective teaching will be indicated by a majority of peer evaluations rating the candidate as at least "very good" and a majority of student evaluations that achieve an overall evaluation at least "very good". There should be a record of service activities. Junior faculty are expected to contribute to the necessary service functions of the department, college, university, and/or professional community. Necessary service functions include attendance at faculty meetings, contribution in some form to at least one of the graduate training programs, and service for at least two years on a department, college or university committee. The candidate should show strong potential for continuing professional development.

Promotion to Professor. The candidate should have a record of achievement in scholarship, principally in the form of publications, which has resulted in a substantial scholarly contribution to the field and a national reputation in his or her area of expertise. A substantial scholarly contribution and national reputation will be indicated by at least a majority of external reviewers so indicating and publication in nationally recognized peer-reviewed journals and other publication outlets. Nationally recognized publication outlets are normally those published by or officially endorsed by scientific and professional organizations. Teaching should be consistently evaluated as effective, and there should be a record of service activities to the field of psychology at the regional, national, or international levels as well as continued service at the departmental and university levels.

Scholarship

Scholarly activity involves the formulation and dissemination of new knowledge. Scholarly activity will be judged in terms of the quality and quantity of contributions, principally in the form of publications, and the consistency of productivity. Scholarly writing may take any of a number of forms including reporting of new empirical data, critiques of existing paradigms, development of theory, and integrative research reviews. In consideration for promotion and tenure, there is the expectation that some scholarly writing will involve reporting of empirical work and data collection. The following items may serve as evidence of scholarly activity. This list is not exhaustive. It is not necessary that candidacy be supported by all the items listed.

- a) Authored books
- b) Edited books
- c) Monographs
- d) Refereed journal articles
- e) Book chapters
- f) Research grants from non-university sources
- g) Research training grants obtained on the basis of the PI's research competence
- h) Research grants from university sources
- i) Presentations at professional and scholarly meetings
- j) Colloquium presentations at universities
- k) Book reviews
- l) Non-refereed publications

Quality of scholarly activities may be judged by the following (the list is not exhaustive; candidacy need not be supported by all items listed):

- a) publication of books, chapters and papers in publications that employ peer review. In general, books representing major scholarly contributions to the individuals' sub-specialty constitute evidence of greater scholarship than do textbooks, which in turn constitute greater evidence of scholarship than a book of readings.
- b) publication of articles in major journals in the specialty area that employ peer review
- c) citations of the candidate's work by other scholars
- d) grant support for the candidate's research from agencies that use peer review of proposals
- e) written evaluations of the quality and impact of scholarly activity from nationally recognized scholars (predominantly drawn from those employed by peer or aspirant institutions of USC).

- f) research awards and other forms of recognition for scholarly contributions
- g) appointment as Editor of professional/scientific journal or edited book series
- h) appointment to editorial board of professional/scientific journal
- i) appointment as reviewer for professional/scientific journal
- j) appointment to grant review panel

Teaching and Student Development

A record of effective teaching is required of all tenure and promotion candidates. As defined by the Department of Psychology, teaching and student development involves classroom instruction of graduate and undergraduate students, supervision of individual student projects, and advising of students. In addition, because the Department of Psychology combines the functions of a professional school and a traditional academic department, supervision of student clinical activities is of importance for faculty members in the School Psychology and Clinical/Community Psychology programs, as well as more traditional academic teaching and research supervision functions. The intensive and time consuming nature of such supervision requires that it be recognized as a teaching activity. An effective teacher maintains up-to-date knowledge of the subject matter being taught, conveys content in a clear manner that students can readily follow, responds appropriately to students' questions, conducts evaluations of academic performance in a fair and appropriate manner, and structures teaching activities in an organized way that is conducive to learning.

The following activities fall within the area of teaching and student development (the list is not exhaustive; candidacy need not be supported by all items listed).

- a) Teaching of undergraduate courses
- b) Teaching of graduate courses
- c) Supervision of practicum and/or internship
- d) Supervision of theses and dissertations
- e) Supervision of other student research
- f) Supervision of graduate comprehensive projects
- g) Supervision of undergraduate independent study projects
- h) Supervision of postdoctoral students
- i) Preparation of new courses
- j) Willingness to teach core courses for undergraduate and graduate programs
- k) Student advising
- l) Consultant to faculty and students on research issues
- m) Obtaining funds for training

- n) Awards received by student mentees including grants, research awards and other competitive prizes

The Department requires student evaluations of all courses, graduate and undergraduate, and periodic peer evaluations at all ranks. The combined information from student evaluations, peer reviews, and other items below are presented along with a summary report of teaching effectiveness. This report is prepared by a senior faculty member selected by the candidate and approved by the department chair.

Effectiveness of teaching and supervision can be judged by the following (the list is not exhaustive; candidacy need not be supported by all items listed):

- a) student evaluations of teaching or supervision performance from questionnaires and/or rating scales collected since the last change in rank which achieve an overall evaluation at least “very good”.
- b) peer evaluations of performance derived from class observations and curriculum review completed since the last change in rank in which a majority of peer evaluators rate the candidate as at least “very good”.
- c) course syllabi for all courses taught since the last change in rank rated by a majority of peer evaluators as appropriate to the breadth and depth of the course.
- d) number of completed theses, dissertations and other supervised student research projects judged by peers to be average or above for the specialty area.
- e) quantity and quality of publications resulting from student research judged by peers to be average or above for the specialty area.
- f) written statements from current and former students identifying the candidate as having made a significant contribution to their professional development.
- g) teaching awards
- h) student evaluations of advising derived from questionnaires or rating scales which achieve an overall evaluation at least “very good”.
- i) awards for student advising

Exceptional Noteworthiness In Teaching. To make a case for being exceptionally noteworthy in teaching, a candidate needs to demonstrate teaching performance and impact that is well beyond the department’s average expectation for good teaching. Such performance and impact should be clearly documented.- Exceptional noteworthiness in teaching can be demonstrated by receipt of a university, regional or national teaching award, placing in the top 10% of the department on student and peer teaching evaluations, and other demonstrations of exceptional quality in at least one of the following activities: _functioning as a master teacher or effective teaching mentor for other faculty; favorable appraisal by independent experts; development of a special curriculum that receives national recognition; documentation of how the candidate’s teaching benefited students in their subsequent activities or career paths.

Service

A record of sustained, effective service is expected of all faculty and is required of all tenure and promotion candidates. Service activities may be engaged in within one or more of the following settings: department, college, university, community and/or larger society, profession. Examples of service activities to each of these entities are provided below. The lists are not exhaustive. It is not necessary that candidacy be supported by all the items listed.

Department:

- Participant on or chair of Department committees
- Director of department program, clinic or institute
- Other administrative responsibilities

College and/or University:

- Participant on or chair of committees
- Faculty governance participation
- Other administrative responsibilities

Community and/or Society:

- Consultant to local, state or federal agency
- Presentations to community groups
- Participation as a function of expertise as a professional psychologist in groups that serve the community

Profession:

- Officer of national, regional or state professional/scientific association
- Committee chair or committee member for professional/scientific association
- Organizer of professional/scientific conferences

Effectiveness of service can be judged by the following (the list is not exhaustive; candidacy need not be supported by all items listed):

- a) letters acknowledging the contribution of service activities from the groups affected
- b) documentation of committee accomplishments under the directorship of the candidate
- c) documented recognition of the Department, College, or University as a result of service rendered by the candidate
- d) location of national, regional, or community centers within the Department as a function of the candidate's contributions

II. DECISION-MAKING PROCEDURES

All non-tenured faculty are considered for tenure, and all faculty members below the rank of professor are considered for promotion each year. A faculty member may request not to be reviewed except in the decision year for tenure. A faculty member may also prepare a vita and request that the record be reviewed but not formally voted on for promotion and/or tenure. In this case, unless it is the faculty member's decision year for tenure, the committee will review the record for feedback purposes only. The results of this review will be communicated to the department chair who will incorporate this information into the regular annual feedback conference with the faculty member.

The Committee. Each tenure decision will be made by a committee of all tenured faculty members of rank equal to or higher than the candidate. Each promotion decision will be made by a committee of all tenured faculty members of higher rank than the candidate. Each year, all faculty members in the department will elect from among tenured full professors a tenure and promotion chairperson who will chair the committees for decisions to be made during that year.

The File. It is the responsibility of the candidate to provide the information necessary for a complete file to the department chair. This file should consist of the following:

- a) A current vita which includes information on teaching history, publications, presentations, research supervision, clinical supervision, clinical activities, editorial activities, grant activity, service activities and other achievements and activities to be considered in the tenure and promotion review. The vita must conform to university and department format.
- b) A listing of teaching assignments since the last change in rank with course syllabi for each.
- c) A summary of student and peer teaching evaluations prepared by a member of the committee chosen by the candidate
- d) Copies of student teaching evaluations by course and student advising evaluation reports since the last change in rank.
- e) All peer teaching evaluations since the last change in rank.
- f) Letters from outside referees solicited by the Department Chair. Appropriate referees are those who are nationally recognized scholars in areas relevant to the candidate's published work, excluding a thesis or dissertation director, co-authors, or co-research investigator on a grant. The intent is to avoid any conflict of interest that would render the external judgment as suspect. At least eight referees will be sought by the Department Chair. The candidate provides at least five names to the Chair. Suggestions for additional referees will be provided by senior faculty from the candidate's program and the

Department Chair. Files will be sent only to referees who have agreed to perform the review when contacted by the Department Chair by phone or letter. The referee receives a packet of information including the candidate's vita, selected reprints, personal statement, department tenure and promotion criteria, and an explanatory letter from the Chair. In turn, they supply the evaluation and a brief resume. At least seven external evaluations and all that are received if more than seven are obtained will be placed in the file. A majority of the referees must come from those nominated by the chair and senior faculty in the relevant program.

In the case of candidates wishing in addition to document exceptional noteworthiness of teaching, the Chair in consultation with the candidate should devise a method for procuring letters by appropriate outside referees to evaluate teaching noteworthiness. This type of outside evaluation, though optional, should parallel the process of obtaining outside evaluations of scholarship. A minimum of three outside evaluations of teaching are recommended if this option is undertaken. Examples of a teaching portfolio for the evaluators to review may include, but are not limited to, syllabi of all courses taught, copies of examinations, videotaped samples of teaching, vita with particular attention to teaching-related activities, summaries of peer evaluations, detailed distributions of student evaluations, uncensored student written comments, and evidence of the quality of performance for item examples listed above under Teaching and Student Development.

- g) Letters from co-investigators, co-authors and former students solicited by the Department Chair. In many cases letters from co-investigators and co-authors may be important in evaluating the level and significance of the candidate's contributions to published collaborative work. Confidential letters from former students commenting on the candidate's role in their professional development may be important in considering the candidate's role in student development. The candidate can provide to the Chair, names of co-authors, collaborators and former students. The Department Chair in consultation with senior faculty from the candidate's program will solicit confidential letters from individuals in this category relevant to the candidate's contribution to collaborative work and professional development. These letters will be included in the file, but distinguished from those in section (f) above.
- h) Citation Data. The candidate will collect citations, less self citations, from the appropriate citation index and other relevant sources.
- i) Reprints of publications or other relevant evidence of scholarship
- j) Each candidate is expected to give a departmental colloquium within a year prior to the faculty tenure/promotion vote with the primary purpose of providing information to the faculty about the candidate's current research and future directions.

- k) Other materials and support letters the candidate deems relevant.
- l) A list of all items in the file will be included and it will be signed by the applicant.
- m) A copy of the applicable Departmental criteria for tenure and promotion, signed by the candidate, will be included with the file.

The Vote. It is the responsibility of each committee member to carefully review the file prior to the committee meeting. The department chair will maintain a record of those faculty who have reviewed the file. The committee will meet to consider all materials contained in the file. Faculty will vote independently by secret ballot and submit vote and justification to the chair of the tenure and promotion committee within seven days of the committee meeting. A positive vote of a majority of those eligible to vote and at least two thirds of the committee members actually voting will be necessary to recommend tenure or promotion. Absentee ballots from faculty members on leave who have reviewed the file will be included in the vote. Each vote will be accompanied by a written justification. The department chair is present for the committee's discussion of the candidate's file and may cast a vote in the committee balloting. However, if the department chair opts not to cast a vote as a faculty member, then the chair is not considered in the tally of eligible voters.

Timeline

April	T & P chair chosen
May	Candidate prepares file and provides names of potential outside referees to Department Chair
	Department Chair solicits names of potential referees from senior faculty
June	
1st week	Department Chair contacts potential outside referees to obtain agreement to perform review
2nd week	Candidate completes file for mailing to outside referees
July	
1st week	Department Chair sends file to outside referees
September	
2nd week	File available for committee review

2nd week	Absentee ballots sent to faculty members on leave
October	
1st week	Deadline for receipt of absentee ballots The committee will meet and discuss the candidate's record of accomplishment. All votes and justifications will be submitted to the chair of the tenure and promotion committee within one week.
2nd week	Ballots and justifications due to chair of tenure and promotion committee, faculty notified of result of vote.

Follow-up. Following the committee meeting, the chair of the committee will convey the decision in writing to the candidate. The Department Chair will forward the materials in the file including all votes and their written justifications, and in addition a Department Chair's summary evaluation, to the Dean.

A candidate may appeal a negative decision of the departmental committee and, upon written request to the Tenure and Promotion Committee Chair, shall have his/her file sent through all appropriate channels (the originating committee, the Department Chair, the Dean, the Provost, and the University Committee on Promotion and Tenure) and finally to the President for action. The candidate's written request of appeal must be made to the departmental T&P Committee Chair before the file is officially due in the Dean's Office.

Approved by Psychology Department Faculty
April 9, 1999
Approved by UCTP April 15, 1999