

Supplementary Psychology Department Promotion and Tenure Guidelines

The Plymouth State University Handbook contains University wide guidelines and professional standards for promotion and tenure. The following are supplementary guidelines and standards for the Department of Psychology. The Faculty Handbook encourages the development of such guidelines, but they are not to be construed as a substitute for the policies and guidelines contained in the Faculty Handbook. Any faculty member applying for promotion and/or tenure should read the Faculty Handbook carefully before initiating the application

The faculty handbook states that any candidate for promotion and tenure is evaluated in three areas of activity; teaching, scholarship/professional activity, and service

Teaching

Consistent with the handbook, it is the belief of the Psychology Department that teaching is the most important activity of any faculty member. It is important to emphasize that effective teaching entails a commitment to students and the Department's academic programs. Such a commitment means that faculty members will participate in ensuring the continued offering of regular degree programs and that they realize effective teaching necessarily requires a visible presence on campus (see Faculty-Handbook-Section-2.4-and-2.5. regarding time commitments for tenured and tenure track faculty). In addition, all members of the department will periodically be involved in teaching our core course offerings (e.g., General Psychology, Life-Span Development, Who am I). Teaching these core courses increases the prominence of our faculty to a broad range of our student population in addition to contributing to the University's general education program.

Faculty members are also encouraged to participate in the development of new courses/programs. Innovations in pedagogy, development of courses in general education, or development of seminars for the psychology curriculum are examples of activities that deserve special recognition during the promotion and tenure process.

The Psychology Department recognizes that effective teachers are also effective advisors. Knowledge of Departmental programs and procedures, as well as university wide regulations is essential for effective advising.

Scholarship/Professional activity

The faculty handbook offers a variety of activities which fall under this heading. Activities that contribute most strongly to professional growth are those that traditionally move one toward an evaluative dialogue with professional peers. As a discipline, Psychology has a deeply rooted history in engaging undergraduate students in the research process. This is evident in the published standards for Undergraduate Education from the American Psychological Association and reflected in our Department's course curriculum which has an emphasis on statistical analysis of data and research methods. In light of this, the Department encourages professors to incorporate undergraduate students in the research process through directed research, supervising independent studies, or guiding students in proposing and completing independent research. However, the Department also acknowledges the importance of professors engaging in the research process as demonstrated by accepted publications in peer reviewed journals. This latter process not only allows the professor to maintain a current understanding of the literature that is specific to their area of interest, but also demonstrates to our students the significance of disseminating new knowledge to the research community. The candidate should demonstrate continued involvement in the research process throughout the pre-tenure period. This involvement may be demonstrated by (but not limited to):

- Mentoring undergraduate students in the research process through:
 1. Engagement in honors projects
 2. Enrollment in PS 4940 (independent research)
 3. Enrollment in PS 4910 (independent study)
 4. Enrollment in PS 3130 (directed research)

- Participation in continuing education which enhances professional/scholarly competence
- Development of professional tools for use with clients/professionals outside of PSU
- Book/and or book chapter submitted for publication
- Research manuscript submitted for publication
- Research proposal for external grant submitted for review
- Presentations at regional, national, or international conferences
- Submitted and/or funded external grant
- Funded internal PSU grant

Providing specific numbers of peer reviewed publications as acceptable for attaining tenure is difficult due to the wide variation in the quality of research deemed acceptable by various journals. In light of this, the P & T committee will provide the candidate with a yearly evaluation of their progress from a research perspective and determine whether the candidate is “on track” for tenure, or in need of increased productivity. Some recommended publication guidelines are presented below.

Recommended publication guidelines:

- The Department recommends that each candidate presents at least one paper/poster at regional, national, or international conference per academic year. Due to the Department’s emphasis on the involvement of students in the research process, it is also recommended that the candidate sponsor student papers/posters at national and/or regional conferences in which students are the primary authors.
- The Department further recommends that each candidate have a manuscript either published or in review as first, or second author in a refereed journal once every two years. This publication could also be a book chapter published or in review.
- At the end of the fifth year (and prior to the 6th year evaluation) each candidate should have approximately 5 presentations at professional conferences and at least two manuscripts/book chapters published or in review as either a first or second author.
- Additional information regarding aspects of scholarship can be found in the Faculty Handbook

In addition, PSU has recently incorporated a work plan model which allows for professors to obtain release time from teaching in exchange for engaging in various creative or administrative activities. If this release time is intended for engagement in the research process, it will be essential that the candidate specify the criteria that will determine whether this release time has met the stated goals of the research plan. The Department understands that research is a time consuming process, but also proposes that release time should result in enhanced productivity.

Service

Service to the Department and to the University is expected. Examples of service may include membership in at least one university level committee or task force; participation in at least one special interest group sponsored by the University; participation in departmental meetings, initiatives, and committees; and/or participation in community affairs outside of the University.

Clinical Faculty

Members of the Department trained in Clinical Psychology are expected to abide by the regulations for promotion and tenure as specified above and outlined in the faculty handbook. It is recognized, however, the clinicians are trained as scientist/practitioners. The Psychology Department recognizes that the following activities must be considered by the promotion and tenure committee when evaluating clinical faculty:

- Activities required to obtain/maintain a license to practice in New Hampshire
- Participation in professional organizations (as an officer, consultant, program coordinator, etc.)
- Service on community boards or programs
- Professional consulting
- Professional practice

These activities reflect service to the profession, the University, and to the community as well as a commitment to continued learning. These activities will be taken into consideration during the tenure review process.

Evaluation Procedure for Pre-Tenured Faculty

The intent of this document is to outline the procedures to be followed by members of the Tenure and Promotion Committee (P & T committee) within the Department of Psychology in evaluating tenure-track faculty members. Additional information regarding the tenure process or descriptions of the types of documentation or activities that define successful teaching, scholarship, and service are provided in the faculty handbook.

Formation of the P & T Committee

The P & T committee will consist of five tenured faculty members within the Department of Psychology. These members will be randomly selected by the Chair of the Department and will serve on the committee for a 1, 2 or 3 year term. The Chair of the P & T committee will be appointed by vote from these five members. It is expected that each member of the P & T committee also operates as a mentor to the new tenure-track faculty member. The new faculty member should feel free to consult with any member of the committee for support or guidance with the tenure and promotion procedure.

Teaching evaluation of the candidate

Each tenure track candidate will have their classroom teaching proficiency evaluated once per academic year by each member of the P & T committee. The particular class and time will be arranged by the P & T member and the candidate. A letter documenting this evaluation will be submitted to the candidate and Chair of the Department. It is expected that the candidate will also receive an annual teaching evaluation from an individual representing the Administration of the University. It is expected that the candidate will also receive a letter documenting this class evaluation.

The Chairperson of the Department will also provide an evaluation of the candidates yearly work plan and be responsible for recommending a re-appointment for the following academic term.

Teaching, Scholarship, and Service

At the end of each academic year all members of the P & T committee will meet with the candidate to determine if he/she is on track for attaining tenure. A letter detailing the outcome of this meeting will be submitted to the candidate and Chair of the Department. This evaluation should document aspects of the candidate's teaching, scholarship, and service to the department and university that are in line with tenure and areas in need of improvement. The tenure-track faculty member should prepare a summary of their teaching evaluations (generated from the Department, Administration, and classroom), evidence of scholarly activity, and evidence of service to the Department and University to aid committee members in this assessment process.

The procedures associated with the final tenure application process during the Spring of the candidates 5th year and Fall of the candidates 6th year have been outlined in the Faculty Handbook.