

**PROCEDURES AND EVALUATIVE GUIDELINES
FOR PROMOTION & TENURE REVIEW COMMITTEES
DEPARTMENT OF PSYCHOLOGY
MARCH 31, 2014**

Introduction

This document describes procedures and evaluative guidelines for Peer Review Committees in the Department of Psychology. Such committees operate in accordance with the policies set by the University's Faculty Promotion and Tenure Policies and Procedures (Revision approved by the Board of Visitors on May 10, 2013, hereafter referred to as **Policies and Procedures**) and the Promotion and Tenure Guidelines of the College of Humanities and Sciences (revision approved by the faculty of the College in January, 2014, hereafter referred to as the **Guidelines**). This document in no way supersedes those documents, but only supplements them by describing procedures and guidelines that further elaborate the provisions of the College and University documents.

I. PROMOTION AND TENURE PROCEDURES

Candidates for tenure should meet with the Department Chair early in the spring semester of the year prior to their review. They should assemble the materials needed for review during that semester, and provided the Chair with input regarding matters of external reviewers and the chair of the peer committee. The chair of the peer committee should be selected by May 1 so that he or she can participate in the identification of external reviewers.

A. Peer Review Committee

Composition of the committee is defined in the **Guidelines** with the additional stipulation that at least one of the faculty members from the Psychology Department must be a member of the same program as the candidate (clinical, counseling, general, or health). The Department Chair shall appoint one of the Department faculty members of the Committee who holds the rank of Professor as the Chair of the committee. The faculty members of the Peer Review Committee shall hold ranks of Associate Professor or Professor. When the candidate is seeking promotion to Professor, the faculty members of the Peer Review Committee shall hold the rank of Professor if it is possible and practical. A list of potential members of the Peer Review Committee shall be drawn up collaboratively by the candidate and the Chair of the Department. The Department Chair shall select the final members of the Committee from that list, and inform the candidate following the procedures described in the **Guidelines**.

When the Review Committee first meets, it shall elect a Secretary. The Chair of the Committee may be elected to serve as the Committee's Secretary as well. This committee must assemble the peer report following the **Guidelines**, determination of appropriate credentials and experience, demonstrated quality in teaching, demonstrated continuing scholarship and professional growth, and demonstrated performance of service responsibilities to the University, school, department, profession and broader community. The committee must rate credentials and experience as either

satisfactory or unsatisfactory, and the other categories as excellent, very good, satisfactory, or unsatisfactory.

B. The Department Chair

The Department chair will prepare a separate evaluation of the candidate in the major categories, using the ratings excellent, very good, satisfactory, and unsatisfactory, and in such other areas as the chair deems important for a full review.

II. CRITERIA

The Faculty within the Department of Psychology has endorsed the following mission statement:

The Department of Psychology strives to be a national leader recognized for generating knowledge about psychological processes through scientific research and for disseminating that knowledge to our colleagues, our graduate and undergraduate students, and society at large. We lead the way by integrating effectively teaching, scholarly inquiry, and service, thus creating an exemplary learning environment for our graduate and undergraduate students.

This mission requires attainment of the goals set forth in the **Guidelines** such that successful candidates for promotion to associate professor must achieve one of the following rating patterns:

- 1) Excellent in teaching and scholarship, satisfactory or above in service;
- 2) Excellent in teaching, very good in scholarship, satisfactory or above in service;
- 3) Excellent in scholarship, very good in teaching, satisfactory or above in service

Successful candidates for promotion to professor should be judged excellent in teaching or scholarship and at least very good in the remaining two categories.

A. Teaching

Successful candidates for promotion and tenure in the Department of Psychology must be either very good or excellent teachers. Their expertise is indicated by accomplishments in the following, non-mutually exclusive, categories:

1. Involvement in teaching. Candidates should describe all their instructional and training activities, including:
 - ❖ Undergraduate courses taught (including honors sections)
 - ❖ Graduate courses taught (including research and therapy practica)
 - ❖ Graduate student mentorship
 - ❖ Independent study and internship supervision
 - ❖ Honors, thesis, and dissertation committee memberships
 - ❖ Honors, thesis, and dissertation committee chairpersonships
 - ❖ Guest lectures, colloquia, presentations to student groups
 - ❖ Special forms of teaching (e.g., public teaching, workshops)

❖ Community-engaged teaching

2. Appropriate teaching practices. Candidates should submit a teaching portfolio that documents their teaching methods and practices. This portfolio should include a personal statement of educational philosophy as well as copies of materials used in classes.
3. Classroom performance. The Department uses the standardized student ratings of instruction as one index of students' perceptions of teaching effectiveness. Candidates should administer these forms in all classes in both Fall and Spring semesters, and they should follow the testing guidelines scrupulously to insure the integrity of the responses. Candidates should provide, at minimum, the medians on the summative items dealing with course evaluation, instructor evaluation, and learning rate. Candidates are also encouraged to provide a written annotation of these data that describes any special conditions that should be taken into account when interpreting the data. (e.g., type of course, was the course required). The peer committee may also elect to survey students and/or former students via email, mail or interview. Such surveys must protect the anonymity of the responding students, and the peer committee will interpret cautiously data provided by students under non anonymous conditions.
4. Advising and mentoring. Candidates should indicate the number of undergraduate and graduate advisees (because the department utilizes a centralized advising system, some candidates may not be responsible for advising students at the undergraduate level). If available, the Director of Undergraduate Studies should provide the peer committee with information pertaining to the candidate's advising, including any letters, or evaluations provided by advisees. The committee may survey students and faculty to determine the candidate's effectiveness as an advisor. Such a survey can include comments of colleagues pertaining to the candidate's effectiveness in advising graduate students and performance on thesis and dissertation committees (see 5. below).
5. Peer evaluations. The peer committee should survey colleagues via email, mail, or interview for information about the candidate's teaching performance. Candidates should also be observed teaching. Evaluations prepared as part of the Department's Instructional Development program should not be used in decisions pertaining to tenure and promote.
6. Curriculum development activities. Candidates should provide a description of courses developed or substantially revised, method of instruction, etc. (the peer committee must be aware that opportunities to develop new courses are limited).
7. Self-development. Candidates should provide a description of efforts to improve teaching skills, including participation in workshops dealing with teaching skills, attendance at conferences on teaching, continuing education enrollments, and participation in the University's Center for Teaching Excellence (CTE).

8. Service contributions in teaching. Departmental service includes membership on the Psychology Undergraduate Academic Committee, the Psychology Graduate Committee, program and division committee membership, chairpersonships of such committees. College and university service includes participation in the Undergraduate Academic Committee, Honor's Council, Graduate Council, advisory committees dealing with instruction, and so on.
9. Specialized teaching. Non-classroom-based teaching, as defined in the College's promotion and Tenure Guidelines. This includes community-engaged teaching.
10. Awards and honors. Psi Chi Teacher of the Year, the College's annual Lecturer and/or Teacher award, the University Award for Teaching, SCHEV awards for teaching, and national and international awards for teaching excellence granted by APA, APS, and so on.
11. Publications and presentations dealing with teaching in higher education. Candidates should identify papers and presentations with an educational focus, including articles published in *Teaching of Psychology*, chapters in such series and *New Directions in Higher Education*, and articles in *VCU Teaching*. Candidates should also describe and provide any manuals developed for classroom use, papers published or presented with student-coauthors, and textbooks. Web-based publications used in teaching should be described here.
12. General contributions. Excellent teachers reach beyond fine teaching, per se: they make broader contributions to teaching practices in their disciplines and to higher education in general. Candidates, particularly those at advanced levels, should describe their broader, wide-range contributions to teaching, including curricular reform, public teaching, mentorship of other teachers, participation in forums on teaching, development of new educational programs, and membership in or leadership of state or national committees or organizations that examine questions of teaching methods and curriculum, grant activities related to higher education, consultations at other universities regarding teaching, leadership workshops for colleagues at professional meetings.

The standards for tenure and promotion and for promotion to Professor are defined in the *Guidelines*. Entries in all the categories listed above is not required, but a candidate seeking promotion to associate professor must, at minimum, be very good in teaching as indicated by positive contributions in categories 1 to 4. Teaching excellence at this level requires excellence in the act of teaching itself. Less essential, but still required for a rating of excellent, is "evidence of commitment to improving educational practices" (*Guidelines*, p. 4). At this level this commitment is defined by such activities as frequent guest lectures, participation in workshops and programs dealing with teaching skills, attendance at conferences dealing with teaching, development of new forms of teaching, or service contributions to teaching (see categories 5-12).

Candidates seeking promotion to professor based on teaching excellence must be excellent classroom teachers (categories 1-4), but they should also have contributed to educational practices more generally. Such contributions as research into pedagogical practices, curricular reform, national-level service in teaching, public teaching, and mentorship of other teachers (categories 8 through 12 above) are indicators of excellence at this level. Their contributions in the areas listed above should be numerous and high in quality, and candidates should also show commitment to improving the educational process.

B. Scholarship

Candidates for promotion to associate professor with tenure should have a record of publication and scholarly activity that indicates promise of a national reputation among established peers in the domain of the candidate's activity. Candidates for promotion to professor should have achieved that promise. Indicators of the quality of scholarship in psychology include:

As stated in the Guidelines, the successful candidate for tenure and promotion must be continuously and productively engaged in scholarly activity. In psychology the caliber of one's scholarship is indicated principally by two markers: (a) number and quality of publications and (b) evaluations by external reviewers. The peer committee, in reviewing publications, must take into account the scientific quality of the work—as indicated by the committee's own reading of work, the caliber of the outlet, and comments of external reviewers. Because faculty are expected to include graduate students in their research program, candidate's publications will in many cases be multi-authored, and the candidate may not always appear as first author.

Indicants of scholarship include:

1. Publication in journals. One of the primary indicants of scholarly impact is one's record of publication in scholarly journals—particularly those that are peer-reviewed. No standard can be set for the number of publications expected, since rate of publication varies across subdisciplines within the field. In general, however, most successful candidates will have published an average of at least 3 articles a year.
2. Publication of chapters and critical reviews in edited volumes and journals, authorship of edited volumes, review articles and book chapters.
3. Grants, because they are allocated on a competitive basis and are heavily reviewed by external reviewers, are a plain indicator of the quality of one's scholarship as appraised by one's peers. A record of funding is a strong indicator of the quality of one's research program.
4. Participation on review panels for outside funding agencies.
5. Service as either editor or reference for journals, book series, and so on.

6. Presentations of papers or posters at local, regional, national, and international conferences.
7. Presentations of colloquia at other universities.
8. Educational research, including development of innovative teaching methods incorporating technology into education and novel interdisciplinary courses, that result in publication in such journals as *Teaching of Psychology*. Such publications are also indicators of teaching performance, and the peer committee is responsible for determining the relative contribution of such activities in teaching or scholarship.
9. Books. A psychologist, to achieve national recognition for his or her work, need not publish books. Monographs, edited books, and textbooks, however, are in most cases convincing indicants of scholarly impact.
10. Publication of tests, manuals, or other empirical instruments.
11. High citation rate as indexed by the Social Sciences Citation Index or some equivalently documented record of impact. Candidates are responsible for providing the committee with this information.
12. Research awards at regional, national, or international level, and Fellow status in one or more Divisions of the American Psychological Association.
13. Reprinting of the candidate's articles and chapters in major compilations of readings, foreign language translations of articles, chapters, tests, manuals, etc. for publication in other countries.

The standards for tenure and promotion and for promotion to Professor are defined in the *Guidelines*. Entries in all the categories listed above are not required, but candidates seeking promotion must, at minimum, be very good in scholarship. They must be continuously and productively engaged in scholarly activities, as indicated by the quality and quantity of journal publications and the evaluations of external reviewers. Candidates for promotion to associate professor, to achieve a rating of excellent in research, must show clear evidence of progress toward a national and/or international reputation-as indicated by publication record and the evaluations of external reviewers. Candidates for promotion to professor, to achieve a rating of excellence, must demonstrate a pattern of accomplishment that is distinguished, one through which the candidate has earned a national and/or international reputation. A distinguished record of publication is evidenced by a pattern that moves beyond publication of empirical studies in referred journals to include also authorship of scholarly books, texts, manuals, or monographs, a distinguished record of presentations at regional, national, and international meetings and indications that the candidate's program of research strengthens and contributes significantly to graduate training. Significant impact and a national /international reputation are evidenced by a distinguished record of grant funding from external agencies, editorship or significant editorial review for psychological journals,

established consultantship to grant organizations, high citation rates, and awards for distinguished contributions.

C. SERVICE

Faculty in psychology provide service to the department, the college, the university, the community, and beyond.

1. Departmental service: serving on administrative committees (e.g., Personnel Committee, Graduate Academic Committee, Undergraduate Academic Committee, colloquia committees, programs and division committees, , admission committees), serving on students' committees (e.g., thesis committees), providing statistical and/or technology consulting to colleagues, etc.
2. College service: graduate academic committee, undergraduate academic committee, technology committee, faculty council, task forces, workshops, etc.
3. University service: IRB; advisory councils, Faculty Senate, etc.
4. Disciplinary service: APA committees, leadership in Divisions, service on editorial boards of journals, etc.
5. Community service: service delivery, including psychological services and counseling, workshops; consulting for public and private organizations; academically-oriented public lectures.

The Department of Psychology does not require newly appointed Assistant Professors to provide extensive service. Over time, however, assistant professors take on more service, primarily at the departmental level. Satisfactory service, at the level of promotion to associate professor with tenure, requires service to the department. Promotion to professor requires very good or excellent service. Candidates, to be rated as very good, should have provided service to the department and college. Excellence in service requires demonstration of substantial and high quality service, such as service on College or University committees and leadership in the Department, College, or University bodies, or offices in the College or University governance structure.

III. FACULTY WITH JOINT APPOINTMENTS

The department of Psychology adds no expansion of the College's **Guidelines**.

IV. COLLATERAL APPOINTMENTS

The Department of Psychology adds no expansion of the College's *Guidelines*.