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**Department of Psychology and Counseling**  
**Criteria for Promotion, Tenure, and Post-Professorial Merit**

The criteria outlined here apply to the evaluation of faculty for promotion, tenure, and post-professorial merit. These same criteria will also be used when conducting pre-tenure (i.e., third or fourth year) evaluations of probationary faculty members.

The Department of Psychology and Counseling is committed to a teacher-scholar model and views interaction with students as essential to that model. Beyond that, department members have diverse interests and the criteria specified here attempt to reflect that diversity. The absence of a particular activity in the criteria is not meant to reflect disapproval of that activity; faculty members are encouraged to document and substantiate the importance of any accomplishments they regard as significant.

**Categories of Performance for Promotion, Tenure, and Post-Professorial Merit**

Teaching Effectiveness  
Professional Growth  
Service

**Performance Levels in Each Category for Promotion, Tenure, and Post-Professorial Merit**

Outstanding  
Superior  
Good  
Unacceptable

**Minimum Performance Levels for Promotion, Tenure, and Post-Professorial Merit**

Post-Professorial Merit:	Rating of <i>outstanding</i> in one category and <i>superior</i> or higher in the remaining categories.
Professor:	Rating of <i>outstanding</i> in one category and <i>superior</i> or higher in the remaining categories.
Associate Professor:	Rating of <i>superior</i> or higher in two categories (one of which must be Teaching Effectiveness) and <i>good</i> or higher in the remaining category.

Tenure: Rating of *superior* or higher in two categories (one of which must be Teaching Effectiveness) and *good* or higher in the remaining category.

Assistant Professor: Rating of *good* or higher in all three categories.

## Areas of Evaluation and Performance Levels within Each Category of Performance

### **I. Teaching Effectiveness**

The Department of Psychology and Counseling regards Teaching Effectiveness as the most important of the three performance categories. All faculty are expected to be well organized and present appropriate content to students, to provide timely evaluations of student work, and to promote a classroom atmosphere in which learning can effectively occur.

Although the following tiers are rank-ordered in terms of perceived importance, the activities **within** each tier are **not** rank ordered in terms of perceived importance. The numbers designated for each activity should only be used to facilitate the discussion of activities within each tier.

#### **Tier 1: Delivery of Effective Classroom Instruction**

1. Explanation of how student evaluation data have been used to improve effectiveness of teaching
2. Formal student evaluation data that clearly show a satisfactory level of teaching performance (at or above midpoint of 3 on 5-point scale, with adequate explanations for items that fall below the midpoint).
3. Informal student evaluations in narrative form that clearly show effective instruction.  
*Faculty are not required to provide traditional classroom evaluations. However, the candidate is responsible for demonstrating effective teaching. This may include responses from current and former students relating to teaching effectiveness.*
4. Observational evaluations of instruction by other professionals (e.g., chairperson, peers, dean, etc.) that clearly show effective instruction.
5. Use of innovative teaching techniques, teaching aids, technology, or demonstrations that clearly contribute to improved effectiveness of instruction.
6. Other activities deemed relevant to Tier 1 as determined by the faculty member.

#### **Tier 2: Delivery of Effective Individual Instruction**

1. Chair or member of graduation with distinction committee (can be listed here or in II.4.1, but not both).
2. Chair or member of thesis or dissertation committee (can be listed here or in II.4.2, but not both).
3. Faculty mentor of PY 484 research project or Action Research Project (can be listed here or in II.4.3, but not both).
4. Completed contracts and/or projects with honors students.
5. Supervision of publication or presentation (at local, state, regional, national, or international conferences) of student research.

6. Supervision of independent readings/studies (e.g., PY 492, PY 494).
7. Other forms of supervision of student research (e.g., McNair mentorship, informal mentorship).
8. Present evidence that the individual is remaining current in subject matter or in the techniques of teaching. Evidence can come from courses completed, workshops attended, seminars attended, or special studies undertaken.
9. Student advising and mentoring (normal load)
10. Other activities deemed relevant to Tier 2 as determined by the faculty member.

### **Tier 3: Course/Curriculum Development or Improvement**

1. Significant development or incorporation of new course materials (e.g., course syllabi, PowerPoint slides, classroom activities, etc.) as necessary to enhance learning experiences for students and/or to keep course content current with the discipline
2. Major revision of currently existing courses (i.e., courses that already exist within the Undergraduate Bulletin and/or Graduate Bulletin)
3. New course/program development (i.e., courses or programs that did *not* previously exist within the Undergraduate Bulletin and/or Graduate Bulletin)
4. Significant preparation and development associated with teaching a particular course for the first time
5. Significant revision of major or minor requirements
6. Attendance/participation in organized activity that significantly contributes to improvement in teaching effectiveness
7. Obtaining internal and/or external funding for improvement of teaching effectiveness
8. Peer-reviewed pedagogical publication (can be listed here or in II.1.1, but not both)
9. Peer-reviewed pedagogical presentation (can be listed here or in II.2.1, but not both)
10. Serving as reviewer for professionally published textbook (can be listed here or in II.4.5, but not both)
11. Submit or receive grants for improvement of teaching, new course development or program development.
12. Other activities deemed relevant to Tier 3 as determined by the faculty member

### **Performance Levels for Teaching Effectiveness**

*Note.* For the following performance levels, each individual instance of an activity counts toward the faculty member's tally in a given tier. For example, if a faculty member completes three honors contracts within the relevant time period, those efforts will count as *three* activities within Tier 2 rather than as a single activity.

**Outstanding:**

Evidence of achievement of six or more activities across Tiers 1, 2, and 3, with at least two activities from Tier 1 and two activities from Tier 2 during the relevant time period.

Within Tier 1, the faculty member must specifically address either activity 1 or activity 2.

**Superior:**

Evidence of achievement of five activities across Tiers 1, 2, and 3, with at least two activities from Tier 1 and one activity from Tier 2 during the relevant time period.

Within Tier 1, the faculty member must specifically address either activity 1 or activity 2.

**Good:**

Evidence of achievement of four activities across Tiers 1, 2, and 3, with at least one activity from Tier 1 and one activity from Tier 2 during the relevant time period.

**Unacceptable:**

Three or fewer activities across Tiers 1, 2, and 3.

**II. Professional Growth**

The Department of Psychology and Counseling regards Professional Growth as an essential part of being an effective faculty member. All department faculty should participate in ongoing scholarly activity with promise for peer-reviewed publication and/or presentation. In addition, department faculty should remain current with the profession by engaging in activities related to licensure/certification and/or by attendance at professional meetings.

Although the following tiers are rank-ordered in terms of perceived importance, the activities **within** each tier are **not** rank ordered in terms of perceived importance. The numbers designated for each activity should only be used to facilitate the discussion of activities within each tier.

**Tier 1: Scholarly Publications (including Pedagogical Publications)**

1. Authorship of peer-reviewed journal articles
2. Authorship of chapters in edited books
3. Authorship of books with content relevant to one's area(s) of expertise
4. Editorship of volumes with content relevant to one's area(s) of expertise
5. Authorship of textbooks with content relevant to one's area(s) of expertise
6. Receipt of external grants from agencies that fund research relevant to one's area(s) of expertise

## **Tier 2: Other Significant Scholarly Activities**

1. Peer-reviewed scholarly presentations at international, national, or regional conferences
2. Invited presentations at international, national, or regional conferences
3. Invited presentations at academic institutions or other professional organizations
4. Applications for external grants
5. Member of editorial board for professional journal

## **Tier 3: Other Professional Activities**

1. Chair or member of graduation with distinction committee (can be listed here or in Section I Tier 2, but not both)
2. Chair or member of thesis or dissertation committee (can be listed here or in Section I Tier 2, but not both)
3. Faculty mentor of PY 484 research project or Action Research Project (can be listed here or in Section I Tier 2, but not both)
4. Serving as peer reviewer for professional journal or conference
5. Serving as reviewer for professionally published textbook (can be listed here or in I.3.10, but not both)
6. Sabbatical leave related to development of ongoing scholarly activity
7. Peer-reviewed scholarly presentations at state or local conferences
8. Other publications (e.g., book reviews, articles in professional magazines, consulting reports)
9. Other presentations (e.g., in non-peer-reviewed venues)
10. Preparation of manuals or research instruments/methods
11. Submission of manuscript for professional review
12. Attendance at professional conferences or workshops (for professional development and/or maintaining licensure/certification)
13. Membership in professional organizations with clearly demonstrated benefits for professional growth
14. Professional consultation
15. Contributions or activity with accrediting bodies that result in program improvement or accreditation. (Describe roles and activities when applicable)
16. Obtain certification and licensure relevant to profession/discipline
17. Annual Program Evaluation writing contributions & submissions. (Include report, data collected, tables, and analysis section).
18. Contributions to maintenance and acquisition of Department of Elementary & Secondary Education (DESE) state certification, including performance exam contributions or evaluations related to state certification.
19. Applications for or receipt of internal grant
20. Other activities deemed relevant to Tier 3 as determined by the faculty member

## Performance Levels for Professional Growth

**Note.** For the following performance levels, each individual instance of an activity counts toward the faculty member's tally in a given tier. For example, if a faculty member publishes three peer-reviewed journal articles within the relevant time period, those efforts will count as *three* activities within Tier 1 rather than as a single activity.

### **Outstanding:**

Evidence of achievement of six or more activities across Tiers 1, 2, 3, and 4, with at least two activities from Tier 1 and two activities from Tier 2 during the relevant time period.

Within Tier 1, at least two activities must be peer-reviewed journal articles.

Alternatively, a single activity of considerable merit (e.g., being elected President of a major organization such as APA or APS, serving as Editor-in-Chief of an APA journal, etc.) will be considered equivalent to four Tier 1 activities in Professional Growth (including peer-reviewed journal articles). Thus, to earn an Outstanding rating, only two other Professional Growth activities from any tier in section II would be required.

### **Superior:**

Evidence of achievement of five activities across Tiers 1, 2, 3, and 4, with at least two activities from Tier 1 and one activity from Tier 2 during the relevant time period.

Within Tier 1, at least one activity must be a peer-reviewed journal article.

Alternatively, a single activity of considerable merit (e.g., being elected President of a major organization such as APA or APS, serving as Editor-in-Chief of an APA journal, etc.) will be considered equivalent to four Tier 1 activities in Professional Growth (including peer-reviewed journal articles). Thus, to earn a Superior rating, only one other Professional Growth activity from any tier in section II would be required.

### **Good:**

Evidence of achievement of four activities across Tiers 1, 2, 3, and 4, with at least one activity from Tier 1 and one activity from Tier 2 during the relevant time period.

Within Tier 1, at least one activity must be a peer-reviewed journal article.

Alternatively, a single activity of considerable merit (e.g., being elected President of a major organization such as APA or APS, serving as Editor-in-Chief of an APA journal, etc.) will be considered equivalent to four Tier 1 activities in Professional

Growth (including peer-reviewed journal articles). Thus, to earn a Good rating, no other Professional Growth activities would be required.

**Unacceptable:**

Three or fewer activities across Tiers 1, 2, 3, and 4.

### **III. Service**

The Department of Psychology and Counseling regards Service as an important part of being an effective faculty member. All department faculty should actively participate in the advising of department majors and regularly attend faculty meetings. During the evaluation period, faculty must serve on at least one departmental committee and participate in at least one on-campus University advising or recruitment activity.

Although the following tiers are rank-ordered in terms of perceived importance, the activities within each tier are not rank ordered in terms of perceived importance. The numbers designated for each activity should only be used to facilitate the discussion of activities within each tier.

#### **Tier 1: Significant Academic/Administrative Service**

1. Chair of departmental, college, or university committee
2. Evidence of significant contributions to departmental, college, or university committee
3. Other activities deemed relevant to Tier 1 as determined by the faculty member

#### **Tier 2: Minor Academic/Administrative Service**

1. Membership on departmental, college, or university committee
2. Representation of the department in on- or off-campus activities that promote the University
3. Other service to the University (e.g., report writing, service on task forces)
4. Student advising and mentoring (normal load)
5. Other activities deemed relevant to Tier 2 as determined by the faculty member

#### **Tier 3: Other Service**

1. Leadership in professional/academic organizations at the state, regional, or national level
2. Activities at professional conferences (e.g., chairing, organizing)
3. Sponsor/advisor of a student group (e.g., Psi Chi, Psychology Club)
4. Use of professional expertise on campus or in community (e.g., schools or other community organizations)
5. Submission or receipt of non-research grants and contracts in support of institutional programs

6. Sharing expertise with other faculty members (e.g., CSTL, mentoring)
7. Teaching assignments in excess of a normal 12-credit hour per semester load
8. Advising assignments in excess of a normal load (normal load is dependent on ratio of majors to faculty in any given semester; candidate must explain why advising load is considered in excess of normal)
9. Advising or recruiting in special circumstances (e.g., Show Me Days, First STEP)
10. Professional service to area schools/professional organizations/agencies (include relevant summaries, evaluations, or testaments on workshop, professional services, and assistance provided).
11. Professional contributions and leadership to community groups, committees and executive boards.
12. Engagement in advocacy efforts relevant to the community and region.
13. Other activities deemed relevant to Tier 3 as determined by the faculty member

### **Performance Levels for Service**

*Note.* For the following performance levels, each individual instance of an activity counts toward the faculty member's tally in a given tier. For example, if a faculty member is a regular member of two separate committees within the relevant time period, those efforts will count as *two* activities within Tier 2 rather than as a single activity.

**Outstanding:**

Evidence of achievement of five or more activities across Tiers 1, 2, and 3, with at least one activity from Tier 1 and one activity from Tier 2 during the relevant time period.

**Superior:**

Evidence of achievement of four activities across Tiers 1, 2, and 3, with at least one activity from Tier 1 and one activity from Tier 2 during the relevant time period.

**Good:**

Evidence of achievement of three activities across Tiers 1, 2, and 3, with at least one activity from Tier 1 and one activity from Tier 2 during the relevant time period.

**Unacceptable:**

Two or fewer activities across Tiers 1, 2, and 3.

## **APPENDIX A – REQUIRED DOCUMENTS**

“The faculty member's promotion dossier shall comprise the Summary Form, a Record of Service of accomplishments organized according to the departmental tenure and promotion criteria, a professional curriculum vita, letters of support from professional colleagues addressing the three areas of Teaching Effectiveness, Professional Growth, and Service, and any supporting materials that the faculty member wishes to include.”\*

\*Faculty handbook (Chapter 2: Faculty Policies and Procedures; Section F: Faculty Tenure and Promotion Policy, The Dossier)

1. The candidate will submit a vita.
2. The candidate will include a minimum of three letters from colleagues. The candidate shall request the writer to speak mainly to one of the three areas to be evaluated. If the writer includes information related to more than one area, the reader shall consider that information under the relevant area. Under III in the Record of Service there must be at least one peer evaluation letter for each of the three areas (Teaching Effectiveness, Professional Growth, and Service).
3. The candidate will submit a list of courses taught (by semester). Include course numbers, titles, credit hours, number of students, delivery format (traditional, field experience, web-enhanced, online, etc.) and location (on campus, off campus).
4. The candidate will include a self-evaluation summary using the criteria to rank themselves as outstanding, superior or good in each of the three areas and the required levels of performance for promotion. The Record of Service is the candidate's primary means to provide convincing evidence that the department's criteria for promotion/tenure have been clearly met.

## **APPENDIX B – GENERAL GUIDELINES FOR PREPARING PAPERS**

“The suggestions that follow are intended to assist departments and faculty members in collecting evidence to be included in the dossier. They are not requirements; rather, they are presented as general guides. When integrated with the criteria, these guides suggest how the faculty member can most clearly substantiate his or her performance in a well-documented academic profile, and therefore present the strongest case possible.”\*\*

\*\*Faculty Handbook (Chapter 2: Faculty Policies and Procedures; Section F: Faculty Tenure and Promotion Policy – Guides for Collecting Evidence)

Additional guidelines for preparing papers:

1. When including work done at other institutions, materials and entries to be considered for promotion shall have been completed at a rank equal to or higher than the rank currently held.
2. Peer and self-evaluations shall clarify, strengthen, support, and attest to the quality of the candidate's performance in the categories within that area.
3. Materials and entries considered for promotion must be relevant to the candidate's professional expertise. All items included should be clearly articulated as to their relevance to the candidate's contributions to the University's mission.
4. Peer-reviewed publications focused on teaching innovations such as organization of course content to meet specific needs, teaching techniques, and applications of appropriate technology are normally considered professional growth and are considered as valuable contributions to the theory and practice of education.
5. Record of Service should be presented in a clear, concise, and specific manner:
  - a. Date all entries, in reverse chronological order.
  - b. Where applicable, list names, titles, duration/length, whether peer-reviewed, professional regard etc.
  - c. When entries may not be familiar to readers across the University, a short explanation should be included.
  - d. When entries involve collaborative work, an explanation of the individual's role should be included.
  - e. Duplication of entries should be avoided. When an activity has resulted in more than one product the activity should be listed where its greatest emphasis lies. Additional products should then be clearly referenced back to the “home” entry.
  - f. Effort should be made to determine if an activity involved the candidate's involvement in considerable new study, preparation of new materials, or presentation of newly developed ideas, or if it involved primarily reorganizing information and materials and teaching tips used elsewhere. This distinction would determine if the entry mainly contributed to the candidate's professional growth or was a service performed by the candidate. Normally, presentations to another faculty member's class, or local in-service workshops would be included under service rather than professional growth. Scholarship focused on the advancement of pedagogy is considered professional growth.

- g. In evaluating particular accomplishments the following will be taken into consideration: peer review, level of professional organization (international/national, regional, state, local), source of grants (external, internal), length, sole/joint authorship, and/or professional regard of publication / organization.

## **LEVELS OF EVALUATION**

1. Evaluation of the candidate's overall performance by the College Dean
2. Evaluation of the candidate's overall performance by the Department Chairperson
3. Evaluation letters from the candidate's peers (see Required Documents #2)

### **Minimum Standards of Performance for All Department of Psychology and Counseling Faculty Regardless of Rank or Tenure Status**

The Department of Psychology and Counseling has established minimum standards of performance for all faculty, which include the following:

- Instruct all assigned classes on a regular basis and make all reasonable efforts to have his/her classes covered during excused absences (e.g., professional travel, illness) during the semester when courses are assigned
- Collect student evaluations of instruction as described in the Faculty Handbook during semesters when courses are assigned
- Maintain regular office hours during semesters when courses are assigned
- Regularly attend department meetings (exceptions may be approved by the chairperson)
- Conduct themselves in a collegial, respectful, and ethical manner toward colleagues, students, and staff

The granting of promotion, tenure, and/or post-professorial merit requires performance in the three categories of Teaching Effectiveness, Professional Growth, and Service that exceeds these minimum standards of performance for the time period relevant to the evaluation.