

Department of Psychological Science

Guide for Promotion and Tenure

Table of Contents

1. Promotion and Tenure at UCM
2. Introduction to the Department's Role
3. General Procedures for Promotion and Tenure
4. Committee Membership
5. Department Committee Meetings, Responsibilities and Duties, and Voting
6. General Department Guidelines for Promotion and Tenure
 - a. Teaching
 - b. Scholarly Activity
 - c. Service
7. Department Guidelines for Promotion
8. Department Guidelines for Tenure
9. Terminal Degree Requirements for Tenure Track

1. Promotion and Tenure at UCM

1.1 Promotion and Tenure of faculty candidates is under the direction of the [UCM Board of Governors](#).

1.2 The process of promotion and tenure is described in the [Policy Library](#) which allows colleges and departments to develop more prescriptive guidelines.

1.2.1 Promotion and Tenure: [Academic Freedom, Promotion Policy, Eligibility](#)

1.2.2 Promotion and Tenure: [Tenure Policy, Contracts, Probationary Period](#)

1.2.3 Promotion and Tenure: [College Guidelines](#)

1.2.4 Promotion and Tenure: [The Promotion and Tenure Dossier](#)

1.2.5 Promotion and Tenure: [Appendices](#)

1.2.6 Promotion and Tenure: [Timeline and Procedures](#)

2. Introduction to the Department's Role

This document serves as a supplement to the guidance established by the UCM Board of Governors and Policy Library. It defines minimum expectations and specific programmatic expectations for the Department of Psychological Science (herein, "Department") for Promotion and Tenure.

2.1 The Department has a central role in the evaluation of its faculty (herein, "Candidate") which should be conducted in a fair and professional manner based on the UCM Board of Governors and Policy Library.

2.2 Promotion and Tenure decisions are recommended at the Department level, with reviews occurring by the Chair, the College committee, and the Dean. Final decisions for Promotion and Tenure are made by the President.

3. General Procedures for Promotion and Tenure

The Department guidelines for Promotion and Tenure are based on the UCM Board of Governors and Policy Library, and any guideline not covered in this document follows the CHST Guidelines.

3.1 The dossier should be organized according to “Promotion and Tenure: The Promotion and Tenure Dossier,” and items in which the candidate has no activity should be noted as “Not Applicable.”

3.2 The dossier is submitted following the timeline described in “Promotion and Tenure: Timeline and Procedures.”

4. Committee Membership

The Department Promotion and Tenure Committee (herein, “Committee”) will consist of all tenured, full-time faculty members in the Department, with the exception of any faculty members who have submitted dossiers for the current cycle.

5. Department Committee Meetings, Responsibilities and Duties, and Voting

5.1 Committee members do not serve as faculty advocates for the Candidate in the process.

5.2 With the assistance of the Department Chair, the Committee will establish a meeting schedule each fall semester.

5.3 The Committee will elect a Chair of the Committee. The Chair of the Department Committee is also the representative who will serve on the CHST Promotion and Tenure Committee.

5.4 The Committee will provide a structured and collective evaluation of each faculty’s dossier via the following steps:

5.4.1 Each member will independently review each Candidate’s dossier.

5.4.2 Each member will add to deliberations in a collective meeting.

5.4.3 Each member will ultimately vote on each Candidate’s dossier.

5.4.4 By consensus of the Committee members (at least a quorum), a recommendation on each candidate will be made.

5.4.5 The committee will forward their recommendation, via letter, to the Department Chair. The Chair of the Committee will sign the letter on behalf of all members.

5.4.6 The Department Chair is a non-voting member of the Committee and will make a separate evaluation of each candidate (on a separate time cycle).

6. General Department Guidelines for Promotion and Tenure

Candidates must demonstrate effectiveness in teaching and achievements in both scholarship and service. Although achievements in scholarly activity and service need not be balanced, collectively the achievements must demonstrate the candidate is worthy of promotion to the next rank. Details, examples, and stipulations for each area are based on the UCM Board of Governors and Policy Library.

6.1 Teaching

Teaching involves the dissemination of knowledge, the stimulation of critical thinking, and the development of intellectual expression. The Department is committed to effectiveness in teaching.

6.1.1 Documentation of Teaching Effectiveness

6.1.1.1 Faculty candidates will provide all documentation of evaluation as deemed necessary by the CHST guidelines. Definitions, minimum requirements for tenure and promotion to each rank, and examples of acceptable documentation are located in “Promotion and Tenure: The Promotion and Tenure Dossier” and in the CHST Guidelines.

6.2.1 The department adheres to CHST guidelines, but additional assistance may be found below.

6.2.1.1 Student Course and Teaching Evaluation Data: Student evaluation data obtained during the fall and spring semesters must be provided for a minimum of the past four years during the time in rank, and copies from all of these evaluations should be supplied in the appendix to the dossier. If ratings from all classes for this time period are not available, the reason must be indicated. Evaluation data from summer courses can be provided but are optional.

6.3.1 Additional Supplemental Documentation of Teaching Effectiveness

6.3.1.1 A potentially powerful but often underutilized way to demonstrate effectiveness is through student learning. In some instances, assessments of knowledge, skills, or attitudes may be available (e.g., national exams, pre-posttest assessments, licensure or certification tests or others). This information should be reported as completely as possible so that the committee has ample background to evaluate the data.

6.3.1.2 Information about the teaching load of the candidate is often helpful in interpreting evidence from measures of student learning, student evaluations, and peer evaluations. This information may include evidence that the candidate typically teaches a full load with high enrollment, courses that are particularly demanding or difficult to teach, and uncompensated overload classes. Teaching of arranged courses, serving as a chair and/or member of thesis committees, and other mentoring of students are teaching activities that are also viewed favorably.

6.3.1.3 Successful curriculum development is also viewed favorably. This could include developing new courses and/or teaching methods, developing or revising curricula, and preparation of instructional media.

6.3.1.4 Evidence of continuing education that contributes to the candidate’s teaching skills or repertoire is viewed favorably. This could include evidence of:

6.3.1.4a Participation in professional conventions and conferences (e.g., attending presentations regarding techniques and/or content related to one’s area of expertise)

6.3.1.4b Post-doctoral course work

6.3.1.4c Participation in workshops (e.g., attending workshops regarding techniques and/or content related to one's area of expertise)

6.3.1.4d. Sabbaticals that involve development of teaching competencies

6.4 Scholarly Activity

Scholarly work is to be based on the academic program and/or a related field. The Department will adhere to the definitions and minimum requirements for tenure and for promotion to each rank as outlined in "Promotion and Tenure: The Promotion and Tenure Dossier" and in the CHST Guidelines.

6.4.1 The Department Chair and Dean must approve a scholarly project that does not fall into categories of scholarship as defined in the CHST guidelines in advance and supporting documentation must be included in the dossier.

6.4.2 The department adheres to CHST guidelines, but additional assistance may be found below.

6.4.2.1 Scholarship can also be shown by publication of academic books or chapters in edited academic books and/or academic textbooks.

Candidates should ensure that books, chapters, or textbooks meet the requirements for refereed publications.

6.4.2.2 Empirical investigations of the effectiveness of instructional methods are viewed as important scholarship when they are shared with the academic community via publications and/or conference presentations.

6.4.2.3 Evidence of grant activity also indicates scholarship.

6.4.2.4 Other activities as approved by the Department Chair

6.5 Service

The Department recognizes the significance of service to our students, our colleagues, and our profession. The Department further accepts that service entails the application of faculty expertise to the needs or betterment of others, within the University or the profession, without direct financial reimbursement (excluding honoraria).

6.5.1 Faculty must demonstrate internal and professional service. The Department adheres to the definitions and minimum requirements for tenure and for promotion to each rank as outlined in "Promotion and Tenure: The Promotion and Tenure Dossier" and in the CHST Guidelines.

6.5.2 The department adheres to CHST guidelines, but additional assistance may be found below.

6.5.2.1 Description: Psychology is both a science and a profession; however, within the academy the emphasis of the discipline is that of the science of psychology. Scientific psychology is concerned with conducting basic and applied research. It is largely within this context that faculty members within Psychological Science may contribute service to the profession.

6.5.2.2 Evidence of service to professional organizations may include:

- 6.5.2.2a Appointment to professional committees, panels, review boards, etc.
- 6.5.2.2b Recognition from professional organizations (e.g., awards, Fellow status)
- 6.5.2.2c Elected membership to selective professional organizations
- 6.5.2.2d Election or appointment as an officer or other position in a professional organization
- 6.5.3 External consultation—this might include consultation with schools, businesses, other universities, and professional organizations
- 6.5.4 Reviewing of textbooks, study guides, or other supplemental materials; ad hoc or invited reviewer or editor for a professional journal
- 6.5.5 Reviewing submissions for professional conferences and/or student conferences
- 6.5.6 Evaluating presentations or posters at professional conferences and/or student conferences
- 6.5.7 Serving as chair or moderator of a symposium, round table, etc., at a professional conference and/or student conference
- 6.5.8 Serving as a professional mentor as part of professional programs (e.g., mentor for the Preparing Future Faculty program, UCM Peer Mentor Program)
- 6.5.9 Serving as Faculty Advisor to a recognized psychology student organization, such as Psi Chi
- 6.5.10 Participating in the planning of professional conferences and/or student conferences
- 6.5.11 Sharing of scientific psychology with community groups and/or media, as advocated by psychology's professional organizations (e.g., serving as a guest speaker for community organizations and functions; development of educational media, etc.).
- 6.5.12 Other activities as approved by the Department Chair

7. Department Guidelines for Promotion

7.1 Assistant Instructor to Associate Instructor

7.1.1 As stated in the CHST guidelines, it is assumed that candidates meet all requirements of the assistant instructor rank prior to promotion to associate instructor. (Promotion and Tenure: Academic Freedom, Promotion Policy, Eligibility)

7.1.1.1 Minimum criteria for promotion are those listed in the CHST guidelines for Teaching, Scholarship, and Service.

7.2 Associate Instructor to Senior Instructor

7.2.1 As stated in the CHST guidelines, it is assumed that candidates meet all requirements of the associate instructor rank prior to promotion to senior instructor. (Promotion and Tenure: Academic Freedom, Promotion Policy, Eligibility)

7.2.1.1 Minimum criteria for promotion are those listed in the CHST guidelines for Teaching, Scholarship, and Service.

7.3 Assistant to Associate Professor

7.3.1 As stated in the CHST guidelines, it is assumed that candidates meet all requirements of the assistant professorship prior to promotion to associate professor. (Promotion and Tenure: Academic Freedom, Promotion Policy, Eligibility)

7.3.1.1 Minimum criteria for promotion are those listed in the CHST guidelines for Teaching, Scholarship, and Service.

7.4 Associate to Professor

7.4.1 As stated in the CHST guidelines, it is assumed that candidates meet all requirements of the associate professorship prior to promotion to professor. (Promotion and Tenure: Academic Freedom, Promotion Policy, Eligibility)

7.4.1.1 Minimum criteria for promotion are those listed in the CHST guidelines for Teaching, Scholarship, and Service.

8. Department Guidelines for Tenure

8.1 As noted in the CHST Guidelines, candidates must meet requirements for teaching, scholarship, and service based on their rank in the year the application for tenure is submitted. Successful candidates for tenure must meet the minimum requirements for promotion to the relevant rank (Associate or Full Professor).

9. Terminal Degree Requirements for Tenure Track

9.1 For both Promotion and Tenure—An earned doctorate (Ph.D. Ed.D., Psy.D.) from an accredited institution of higher education in an appropriate discipline