

**DEPARTMENT OF PSYCHOLOGY
EAST TENNESSEE STATE UNIVERSITY**

GUIDELINES FOR TENURE

As noted in ETSU's policy on academic tenure, "tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure" (see Section 2.3.1.1). Of the University's general criteria to be considered in tenure recommendations, the following are considered to be most important to the Department of Psychology: teaching effectiveness; effectiveness in other academic assignments; research, scholarly, and creative activity; service of a professional nature to the institution, the community, and the State; activities, membership, and leadership in professional organizations; demonstrated potential for continuing professional growth and contributions to the department, college, and university; and demonstrated willingness and ability to work effectively with colleagues to support the department, college, and university. Three of these criteria, listed in order of their importance, are essential for tenure in the Department: teaching, scholarship, and service. Additionally, candidates for tenure must possess a terminal degree as defined by the discipline from a regionally accredited institution in their instructional discipline.

The Department of Psychology informs junior faculty of the expectations for tenure through three mechanisms. First, feedback is provided through the vehicle of individually assigned departmental mentors who serve as information conduits between junior faculty and the Department's Professional Development Advisory Committee (on which departmental mentors serve). The Professional Development Advisory Committee is composed of all tenured faculty within the department who meet bi-semesterly to discuss professional issues relevant to junior faculty. Second, consistent with university-wide practices, junior faculty receive feedback annually from the department chair and college dean. Finally, the department conducts a third-year review that shares similarities with the tenure and promotion process. Across all three mechanisms, junior faculty are provided specific feedback on their performance, and are given specific suggestions for successfully earning a positive recommendation for tenure.

TEACHING

In evaluating a faculty member's application for tenure, the Department considers teaching and scholarship to be very near equal in importance, with teaching rated slightly higher. Applicants should demonstrate evidence of teaching effectiveness and a strong commitment to teaching. Evidence of such commitment and effectiveness may be evaluated by quantitative and qualitative indicators of student evaluations, should such evaluations be determined to be valid. Also to be considered are currency of course content, revision or innovation of teaching methods, development of new courses, and results of peer, chair, and dean evaluations of teaching. Consistent with Section 2.3.18.8 of the Faculty Handbook, Departmental peer evaluations of teaching include written feedback from tenured or nontenured faculty, at least once per semester, as assigned by the department chair. Documentation of the findings of peer evaluations should be included in the tenure dossier.

Evidence of effectiveness in academic assignments other than teaching in the Department of Psychology shall include materials and information that are pertinent to the assignment in question. This may include direction of honors or master's theses, supervision of internship or practica placements, and direction of independent studies.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

The Department of Psychology considers evidence of scholarly research and publication to be almost as important as effective teaching in evaluating a faculty member's application for tenure. Beyond clear evidence of a research plan or program by the faculty member, in consultation with her or his departmental mentor,

productivity will be evaluated by success in publishing with the following hierarchy of outlets: 1) single or multiple authored journal articles published in peer-reviewed national or international journals; 2) funded grant applications to public or private agencies; 3) single or multiple authored or edited books published by a national or international academic or trade press; 4) single or multiple authored chapters in a book published by a national or international academic or trade press; 5) single or multiple-authored textbooks; 6) refereed book reviews; 7) invited articles, book chapters, or reviews that are evaluated only by the editor; 8) papers or posters presented at professional meetings; and 9) unfunded grant application to public or private agencies. For credit to be provided for scholarship in progress, verification of the stages of scholarly productivity is necessary.

The University's policy regarding research, scholarship, and creative activities requires that candidates for tenure include evidence of a qualified peer's review of their record of research and scholarly activity. Candidates for tenure in the Department of Psychology must provide at least one letter of evaluation pertaining to their scholarship from a qualified peer reviewer in the candidate's discipline. In particular, the department requests letters of support from at least one internal and one external peer.

PROFESSIONAL SERVICE

In the evaluation of a faculty member's application for tenure, professional service is weighted third, behind teaching effectiveness and scholarly productivity. This should not be interpreted to mean that this dimension is unimportant. A candidate for tenure will be expected to show evidence of service to both the department and the institution more generally. Service to the institution can be in the form of either service to college committees or to university-wide committees. Grants and contracts received by the faculty member for the purpose of initiating and/or administering programs that provide services to the university or larger community, or that evaluate such programs, will be considered professional service that is to be weighted positively in the candidate's evaluation. To the extent that advising in the profession or the curriculum is relevant for the candidate's dossier for tenure and/or promotion, it will be evaluated in the category of professional service.

OTHER FACTORS FOR CONSIDERATION

The Department of Psychology will consider efforts of the faculty member to develop professionally-relevant skills in the evaluation of tenure. These efforts may include documented activities to improve teaching skills or research capabilities.

Though weighted as less important than performance in teaching, research, and service activities, collegiality of the faculty member will be evaluated in terms of the tenure decision, particularly in light of the University's policy that faculty be willing and able to work effectively with colleagues to support the Department, College, and University.

In terms of department-level weighting of criteria for tenure, the Department considers long-term staffing plans to be minor in importance.

