

TENURE AND PROMOTION POLICIES FOR TENURE TRACK AND NON TENURE TRACK FACULTY IN THE DEPARTMENT OF PSYCHOLOGY AT WASHINGTON STATE UNIVERSITY

These criteria and procedures explain the application of University and College policies on tenure and promotion in the Department of Psychology. The goals of these policies are fairness and excellence. Policies and procedures for tenure and promotion described in the **Faculty Manual** of Washington State University and the **Statement of Tenure and Promotion Policy** of the College of Arts and Sciences are definitive in case of conflict among documents.

TENURE TRACK FACULTY

All tenure track faculty members of the Department of Psychology are expected to meet or exceed standards of acceptable performance. The basic dimensions of evaluation are:

1. Classroom and individual instruction;
2. Research, scholarship, and creative activity;
3. Professional activity;
4. Department and Regional Campus &/or University service;
5. Interactions with colleagues and students;
6. Impact on Psychology and related disciplines.

Given acceptable performance on these dimensions, however, the **essential criterion** for tenure and promotion is the impact of the candidate on the discipline of psychology and on related fields. It is unlikely that a candidate would be recommended for tenure unless he or she was demonstrating an impact on the discipline, regardless of the candidate's performance on each of the other dimensions. Similar considerations apply to promotional recommendations.

General Description of Principal Evaluative Dimensions

It is not possible to specify minimally acceptable standards to be applied in all cases. Therefore, the criteria for tenure and promotion are described in terms of illustrative (as opposed to exhaustive) lists of the kinds of evidence that might be used in evaluating a candidate on each dimension. Professional judgment must inevitably play a major role in this evaluation. Tenure and promotion recommendations will be based on reasonable samples of evidence on each dimension, carefully and objectively evaluated. Evaluation of professional performance worthy of tenure and promotion will include consideration of both quantity and quality of work.

1. Classroom and individual instruction

Many factors contribute to effective classroom teaching. These factors include knowledge of the subject matter, breadth of scholarship, skill as a lecturer and discussion

leader, skill in preparation and organization, ability to challenge students, and empathy with and fairness toward students. Sources of evidence for evaluating teaching will include first-hand peer evaluations, examples of course materials, accomplishments of former students, and student opinion surveys or other forms of student evaluations. Information about formal and informal teaching at both the graduate and undergraduate levels will also be included. Supervision of honors thesis projects and undergraduate research projects, as well as service on thesis and dissertation committees will be considered. Evaluation of faculty members who perform clinical supervision will include formal evaluations of clinical supervision.

2. **Research, scholarship, and creative activity**

The candidate for tenure is expected to maintain a systematic program of empirical research that is the primary responsibility of the candidate, and not simply the work of the candidate's prior mentors or current colleagues and collaborators. This research program must demonstrate an impact on the field of Psychology as reflected in both the quantity and quality of work produced. Publications in peer-reviewed research journals with the highest citation rates and impact factors are the most desirable. The candidate should also appear as first or corresponding author in many of these publications. The candidate's publications should reveal a systematic program of research, rather than an unconnected series of studies. The research program should also result in a steady stream of publications over time. In addition to actual research publications, evidence appropriate for this dimension includes citations of publications, works in progress, presentations at professional conferences and meetings, grant activities, and letters or reviews by others in the field.

3. **Professional activity**

Appropriate evidence includes descriptions of editorial and review work (manuscripts, books, grant proposals), unpaid consulting, offices held in professional societies, participation in professional meetings, and documentation of professional activities through records and letters. An important aspect of the evaluation will be the national and international reputation of the professional societies and organizations with which this activity is conducted. Licensure, board status, or other credentials might also be relevant.

4. **Department and Regional Campus &/or University service**

Appropriate evidence includes descriptions and listings of Department, College, Regional Campus and University committee work and other service assignments and activities. Service activity will be evaluated based not only on the number of committee memberships, but also on the time commitment and the level of responsibility for the committee or service assignment.

5. **Interaction with colleagues and students**

The Department of Psychology explicitly rejects personal and non-professional considerations as inappropriate in tenure and promotion recommendations. That is, collegiality is not to be assessed independently from research, teaching or service. However, a faculty member must interact with students and colleagues so as to enhance rather than diminish the effectiveness of others. Evidence for evaluating professional interactions might include instances of outstanding cooperation with colleagues in Psychology or other units within or outside of the College of Arts and Sciences, constructive efforts to resolve Departmental conflicts, examples of special efforts on behalf of colleagues and students, and the attraction of students for individual instruction and advising.

6. **Impact on Psychology and related disciplines**

The Department faculty will attempt to answer the question: Does the candidate's work have an impact on other people working in similar areas, and what is the extent of that impact? Such impact is most likely to result from the candidate's publications but also could derive from outstanding teaching and professional service. Sources of evidence of impact include publications and their outlets, citations of the candidate's work, reprinting of publications in secondary sources, reviews by others in the field, successful grant-seeking, invitations to present research in national and international venues, accomplishments of former students, documentation of outstanding professional service, and evaluation letters from extramural scholars.

CRITERIA AND PROCEDURES FOR TENURE

The criteria and procedures for tenure and promotion in the Department of Psychology are described below:

Criteria for Tenure

1. The candidate must demonstrate effectiveness in teaching. This must be demonstrated at the undergraduate and/or graduate level and for both formal and informal instruction. Faculty members who perform clinical supervision must demonstrate effectiveness and quality of clinical supervision.
2. The candidate must demonstrate effectiveness in research and creative scholarship.
3. The candidate is expected to participate in professional activities.

4. The candidate is expected to participate in Department, Regional Campus and/or University service.
5. The candidate is expected to interact effectively with colleagues and students.
6. The candidate must demonstrate an impact on the discipline of Psychology and/or related fields.
7. The candidate's record must collectively support the assumption that performance will continue at a high level if tenure is granted.

Procedures for Tenure

1. The candidate is responsible for maintaining a personnel file that provides material bearing on the criteria identified above.
2. Each year the Chair will make available to all tenured faculty the record of the candidate. The Chair will lead a meeting of the tenured faculty called for the purpose of discussion and evaluation of the candidate's progress toward tenure. The Chair will present to the candidate, in writing, a summary and interpretation of the tenured faculty members' opinions.
3. In the spring of the third year, unless another date was agreed upon at the time of hiring, a more thorough review will be conducted. All of the following steps (#4 through #10) will be conducted except that no letters will be solicited from outside reviewers (see #4 and #5).
4. In the summer before the last year of the probationary period the Chair will solicit at least five confidential evaluations of the candidate's work from scholars outside of WSU. The candidate may nominate reviewers, but final selection will be made by the Chair. Those selected will include at least three people not nominated by the candidate and will not include any of the candidate's former professors or collaborators, or anyone who has a relationship with the candidate that goes beyond that of colleague. The reviewers will be provided with copies of the candidate's vita, teaching portfolio, and written works selected by the candidate in consultation with the Chair, as well as a copy of the department's promotion guidelines. The consultant reviewers will be asked to provide an evaluation of the quality and significance of the candidate's work and of the candidate's effectiveness and professional impact.
5. In the Fall of the last year of the probationary period, the candidate and the Chair will jointly assure that the file is complete, including at least: (a) an up-to-date curriculum vitae; (b) copies of publications, manuscripts, grant proposals, and other evidence of

scholarly activity; (c) evidence of teaching effectiveness, including the teaching portfolio; (d) evidence of professional and service activities; (e) confidential letters of evaluation from at least five appropriate experts outside of WSU; (f) other evidence of the candidate's impact; and (g) copies of the candidate's prior performance reviews (e.g., progress-towards-tenure). Candidate portfolios should list all formally approved leaves (e.g., FMLA) and extensions to their probationary period pursuant to section III.D.3.f. of the WSU Faculty Manual, and may also provide context and descriptions regarding other impediments in research, teaching, or service productivity, such as delays in lab renovations or access, or assumption of substantial administrative tasks.

6. All tenured faculty will independently review and evaluate the candidate's credentials, including the comments of outside reviewers.
7. The Chair will preside over a meeting of the tenured faculty for discussion of the candidate's credentials. Tenured faculty with relevant expertise have a special obligation to make evaluative comments on the candidate's work.
8. Following the opportunity to review the candidate's credentials and to discuss them in the meeting of the tenured faculty, each tenured faculty member (including those on leave, unless they explicitly opt out) will complete a confidential, signed recommendation as provided by the Dean.
9. The Chair will collate the results of the recommendations and forward those results with documentation and the Chair's summary to the Dean. The forwarded file should conform to the Provost's Guidelines on Tenure and Promotion.
10. After submission to the Dean, the tenure recommendation and decision will be handled in accordance with College and University policies and procedures.

CRITERIA AND PROCEDURES FOR PROMOTION

Criteria for Promotion

1. Criteria 1 through 7, as outlined above for tenure, also apply to candidates for promotion.
2. For promotion to the rank of associate professor, the candidate must demonstrate evidence of impact on Psychology and/or related disciplines.
3. For promotion to the rank of professor, the candidate must demonstrate evidence of national and/or international recognition with continuing and growing impact on Psychology and/or related disciplines.

4. The candidate's record must collectively support the assumption that performance will continue at a high level if promotion is granted.

Time in rank is not, in itself, a criterion for promotion.

Procedures for Promotion

1. The faculty member is responsible for maintaining a personnel file that provides material bearing on the criteria identified above.
2. Nominations for promotion normally will be initiated by the Chair. The procedure followed will be the same as steps 4 to 10 under the procedure for tenure, except that faculty discussion and recommendations will only include those at or above the rank of promotion to which the candidate aspires.
3. Alternatively, a faculty member may independently assemble and submit to the Dean, via the Chair, credentials without the support of the Chair. In such a case the Chair is responsible for conducting the normal procedures required for promotion.
4. After submission to the Dean, the promotional recommendation and decision will be handled in accordance with College and University policies and procedures.

Regional Campus Faculty

Faculty at all regional campuses will be evaluated by the same criteria. The only difference in evaluation will be recognition of the somewhat different demands and opportunities for regional campus faculty. Regional campus demands and opportunities will be evaluated by information included in separate context statements provided by the designated regional campus administrator and by the faculty member. Thus, all faculty will be expected to maintain high quality programs of research and scholarship. All faculty will be expected to be effective classroom teachers and mentors of students. Faculty at regional campuses that do not offer graduate degrees will not be expected to show the same level of involvement in graduate instruction and graduate research supervision as faculty at campuses offering graduate degrees.

NON TENURE TRACK CLINICAL FACULTY

In determining whether an individual has achieved the level of performance necessary for appointment, promotion or tenure in the Department of Psychology at Washington State University, the individual's potential for, or record of, scholarly contributions in teaching, research, and service is evaluated. Traditionally, the Department of Psychology has placed special emphasis on scholarship in research when making appointment, promotion, or tenure decisions. However, faculty who excel in teaching, clinical care and supervision, and service are

necessary if the Department of Psychology is to fulfill its mission of training highly competent undergraduate and graduate students in psychology. In the Department of Psychology, non tenure track Clinical Faculty appointments have been developed to provide academic opportunities to faculty committed to teaching, mentoring, clinical service, and clinical supervision.

Similar to tenure track faculty, non tenure track Clinical Faculty in the Department of Psychology are expected to meet or exceed standards of acceptable performance in a number of dimensions. In some cases, the evaluative dimensions and their respective criteria are similar for tenure track and non tenure track clinical faculty (e.g., Interactions with colleagues and students); in other cases, they are different (e.g., Secondary area of expertise). The purpose of this document is to specify those differences. Because individuals in non tenure track clinical appointments may vary considerably in their specific duties within the department, several potential criteria will be identified for each dimension. The evaluative dimensions for non tenure track Clinical faculty include:

1. Classroom and individual instruction;
2. Secondary area of expertise;
3. Department and Regional Campus and/or University service;
4. Interactions with colleagues and students;
5. Local or regional recognition as a teacher or clinician.

GENERAL DESCRIPTIONS OF EVALUATIVE DIMENSIONS

1. Classroom and individual instruction

Many factors contribute to effective classroom teaching. These factors include knowledge of the subject matter, breadth of scholarship, skill as a lecturer and discussion leader, skill in preparation and organization, ability to challenge students, and empathy with and fairness toward students. In addition, an assessment of innovative teaching techniques, teaching materials, instructional resources, course design and/or education courses/programs developed by the individual may be considered.

Sources of evidence for evaluating teaching will include first-hand peer evaluations, examples of course materials, accomplishments of former students, and student opinion surveys or other forms of student evaluations. Information about formal and informal teaching at the graduate and/or undergraduate levels will also be included. Evaluation of clinical faculty members who perform clinical supervision will include evaluations of clinical supervision. Supervision of honors thesis projects and undergraduate research projects, as well as service on thesis and dissertation committees will be considered.

2. Secondary area of expertise

Evidence appropriate for this dimension includes demonstrated clinical skills and general clinical knowledge, discipline-specific or pedagogical research, outreach, or program development and coordination (i.e., leadership and management of an academic program). Continuing education and training in areas of clinical services, curriculum improvement and program assessment, leadership and program management skills, and student affairs may be relevant.

3. **Department and Regional Campus and/or University service**

Appropriate evidence includes descriptions and listings of committee work or other service assignments and activities. The evaluation of service may involve a review of the individual's participation and contribution to clinical and/or undergraduate program activities, program recruitment and retention activities, service as a faculty advisor for student groups and participation in professional organizations. The evaluation could include an assessment of contributions made to enhance the quality of a specific training program. The evaluation should include an assessment of contributions made to enhance the quality of graduate and/or undergraduate training as it relates to the Department's, Regional Campus' and University's goals.

4. **Interactions with colleagues and students**

The Department of Psychology explicitly rejects personal and non-professional considerations as inappropriate in promotion recommendations. That is, collegiality is not to be assessed independently from teaching or service. However, a faculty member must interact with students and colleagues so as to enhance rather than diminish the effectiveness of others. Evidence for evaluating professional interactions might include instances of outstanding cooperation with colleagues in Psychology or other units within or outside of the College of Arts and Sciences, constructive efforts to resolve Departmental conflicts, examples of special efforts on behalf of colleagues and students, and the attraction of students for individual instruction and mentoring.

5. **Local or regional recognition as teacher or clinician**

The evaluation of local or regional recognition as a clinician should be based on the individual's prominence as an expert in their specialty area(s), including clinical supervision, clinical programming, and/or clinical service delivery. The evaluation should include evidence that the individual is locally or regionally recognized as a clinical consultant to professional colleagues. Evaluation of local or regional recognition as a teacher may be determined by the individual's prominence as a recognized expert in academic instruction, advising, mentoring, and/or programming and assessment. Contributions to innovative instructional approaches, the development of instructional or assessment resources, research, and/or awards related to teaching may be considered.

The evaluation should be conducted at the department level and include a review of the annual faculty self-report of scholarly activities. Letters solicited from qualified peers at WSU and/or in the region, who do not work directly with the individual, may be important in evaluating the quality and impact of the services and educational programs being managed by the individual.

CRITERIA AND PROCEDURES FOR PROMOTION OF CLINICAL FACULTY

Criteria for Promotion

1. The candidate must demonstrate effectiveness in both formal and informal instruction. Depending on the specific duties of the candidate, this may be demonstrated at either the undergraduate and/or graduate levels.
2. The candidate must demonstrate a secondary area of expertise.
3. The candidate is expected to participate in professional activities.
4. The candidate is expected to participate in Department, Regional Campus and/or University service.
5. The candidate is expected to interact effectively with colleagues and students.
6. For promotion from Clinical Assistant Professor to Clinical Associate Professor, the candidate must demonstrate evidence of competency and productivity among functions such as clinician and clinical supervisor, effective teacher, mentor, researcher, program leader, and contributor to Department and Regional Campus and/or University service.
7. For promotion from Clinical Associate Professor to Clinical Professor, the candidate must demonstrate evidence of local or regional recognition as a teacher and/or clinician with continued evidence of competency and productivity as a clinician and clinical supervisor, high rankings as a teacher, mentor and/or program leader, and substantial involvement in service within and beyond the Psychology Department. If the secondary area of expertise is discipline-specific research, the candidate must demonstrate a record of peer-reviewed publication in discipline-specific outlets.
8. The candidate's record must collectively support the assumption that performance will continue at a high level if promotion is granted.

Time in rank, by itself, is not sufficient for promotion.

Procedures for Promotion

1. The faculty member is responsible for maintaining a personnel file that provides material bearing on the criteria identified above (e.g., *c.v.*, teaching portfolio, teaching evaluations, supplemental material related to the secondary area of expertise). Additionally, the chair will obtain at least five supporting letters; these may be internal or external to WSU, but must be external to the Psychology Department. Some letters can be from former students. Candidate portfolios should list all formally approved leaves (e.g., FMLA), and may also provide context and descriptions regarding other impediments in teaching or service productivity, such as assumption of substantial administrative tasks.
2. Clinical Assistant Professors will participate in annual performance reviews and must receive satisfactory ratings to remain on appointment.
3. Clinical Assistant Professors are not typically considered for promotion to Clinical Associate Professor prior to the end of the fifth year of service (with the evaluation process occurring during the sixth year of service). However, extraordinary candidates may be offered the opportunity to advance in rank earlier.
4. Under normal circumstances, consideration of promotion from Clinical Assistant Professor to Clinical Associate Professor will be initiated by the Chair. Documentation will be assembled by the candidate and made available for review by the faculty members at or above the rank of prospective promotion. After formal discussion, written recommendations will be solicited from the eligible faculty. Based on the discussion and recommendations, the Chair will decide whether or not to forward to the Dean a recommendation for promotion evaluation and the supporting documentation.
5. Individuals appointed to Clinical Assistant Professor may remain at that rank if promotion to Clinical Associate Professor is not pursued or is not granted, contingent upon continued satisfactory annual reviews and cumulative reviews every three years. Reappointment to subsequent fixed terms of up to three years may be provided in such cases.
6. Clinical Associate Professors will continue to participate in annual performance reviews and must receive satisfactory ratings to remain on appointment. Fixed-term appointment renewals of up to 3 years may be provided in such cases.
7. Under normal circumstances, consideration of promotion from Clinical Associate Professor to Clinical Professor will be initiated by the Chair. Procedures for evaluation will be the same as those for promotion to Clinical Associate Professor. Consideration for promotion to the rank of Clinical Professor is based on the quality of the candidate's cumulative record over the entire appointment period.

8. Faculty may remain at the rank of Clinical Associate Professor, if promotion to Clinical Professor is not pursued or is not granted, contingent upon receiving satisfactory rankings during annual reviews. Fixed term appointments of up to 3 years may be provided in such cases.
9. Performance reviews for Clinical Professors will be conducted annually, with the possibility of appointment renewal for an additional period not to exceed 3 years.

Regional Campus Faculty

Faculty at all regional campuses will be evaluated by the same criteria. The only difference in evaluation will be recognition of the somewhat different demands and opportunities for regional campus faculty. For example, regional campus faculty will be expected to maintain high quality programs of instruction, mentoring and service, but may not have the same teaching loads or class sizes as faculty in Pullman. Regional campus demands and opportunities will be evaluated by information included in separate context statements provided by the designated regional campus administrator and by the faculty member. Faculty at regional campuses that do not offer graduate degrees will not be expected to show the same level of involvement in graduate instruction and graduate mentorship as faculty at campuses offering graduate degrees.

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