Psychology Department Promotion and Tenure (P & T) Policy

The mission of the Southern Utah University Psychology Department is to provide a superior education in a personalized, integrative, and experiential learning environment where information, procedures and practices from a wide variety of sources facilitate learning. This environment is designed to foster academic excellence and professional expertise, instill ethics and values, and encourage life-long learning.

To fulfill our mission, faculty members of the Psychology Department:

Promote self-motivated study and learning
Foster an understanding of and appreciation for the scientific method
Provide opportunities for research and other scholarly activities
Facilitate opportunities for quality clinical training and service-learning activities
Foster understanding of and respect for others
* a complete list of program goals is posted to http://www.suu.edu/hss/psychology/mission.html

Consistent with the University's mission as … "a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence" (https://www.suu.edu/general/president/mission.html), the Psychology Department strives to provide a personalized, integrative and experiential learning environment designed to prepare students to become fully engaged and productive members of society. Our P & T policy and procedures stress activities and efforts that provide individualized opportunities for students to realize their academic, professional, and personal goals. We seek to advance the roles and missions of the Department, College, and the University as engaged teachers and mentors. These efforts are supported and advanced by integrating teaching, scholarship, service/leadership, and professional responsibilities.

Definitions, Descriptions, and Expectations

Teaching: The Psychology Department supports and values the University's definition of an engaged faculty member (policy 6.1.VIII.B.). Consistent with this, the Psychology Department believes that quality teaching and mentoring are of the highest priority. We value curricular currency, relevancy, and practical applications, as well as evidence-based pedagogies and the use of High Impact Educational Practices (see Appendix A). We appreciate that different pedagogies are appropriate for different courses and course enrollment numbers, and that learning objectives vary from course to course. As such, we have no "one size fits all" evaluation criteria for courses or teaching. We employ a course evaluation system to assist with the evaluation of teaching effectiveness. Other materials, such as review of course syllabi, descriptions of in-class activities and learning assessments, and peer observations of teaching, may be submitted for review. The typical expected teaching load for tenured and tenure track faculty is 24 credit hours over the Fall and Spring semesters. Reduced teaching loads must be approved by the Department Chair and College Dean.

Scholarship: As stated in the SUU University P & T policy, "Scholarship is deeply informed by current knowledge in a field, skillfully interpreted, and deployed with purpose and intention that seeks to provide new knowledge or understanding, leads to innovative curriculum and improved pedagogical practices, helps address issues or problems within the community, and/or integrates thoughts and ideas from diverse disciplines or areas of inquiry. Scholarly work culminates in a form of dissemination that is reviewed by peers and is acceptable by approved departmental evaluation criteria." (Policy 6.1. VIII.F.).

The Department recognizes the value of a wide variety of scholarly contributions, including but not limited to those defined by the "Boyer Model" (see Appendix B). Activities that engage students in meaningful ways or that otherwise support engaged teaching are especially encouraged.

Service/Leadership: The Department expects faculty members to participate (typically by term of appointment) in the operation or function of the Department, College, University, community, or professional field and its organizations. Service activities that promote the student-centered mission of the University are especially valued.

Professional Responsibility: The Department appreciates and values amicable, ethical, collegial, and responsible colleagues. Psychology faculty members must adhere to all SUU policies and APA ethical standards and codes of conduct. Faculty are expected to attend and contribute to Department meetings, which are viewed more as evidence of collegiality than of service. The Psychology Department assumes that faculty members have complied with SUU policies on professional and ethical conduct (University Policy 6.28) unless evidence is presented to the contrary.

Peers: For the purpose of peer review, the Department defines peers as individuals who work as professionals in the practice and/or teaching of psychology or an allied discipline. In the case of a peer review by a single individual, the peer must be external to the department. Alternatively, a review performed by two or more faculty members within the department satisfies the definition of peer review.

Mentors: Mentors are faculty who belong to any of the following categories: non-tenure track (NTT) associate professor, tenured associate professor, or full professor.

Mentees: Mentees are faculty who belong to any of the following categories: lecturer, assistant professor NTT and TT, or tenure-track (TT) associate professor.

Department Promotion and Tenure Mentor Team (PTMT): The Department Chair shall determine the membership of each PTMT according to the Department's PTMT procedures and in accordance with SUU policy 6.1. Depending on the rank and status of the individual being mentored, each team is comprised of at least one or at least two faculty mentors and one mentee. Mentors provide formative guidance and assistance to their mentee(s) on an ongoing basis, as needed. Mentors assist and guide their mentees' efforts to craft their promotion and tenure materials, as applicable.

Department Promotion and Tenure - Committee (PTC): The Department PTC is comprised of a) all faculty members who currently serve as a Department faculty mentor and b) the Department Chair or one other NTT associate or tenured member of the Department. The role of the PTC is three-fold. 1. The PTC functions to guide, support, and facilitate the growth of its members in their role as faculty mentors within the Department. 2. The PTC functions to encourage parity among Department mentors regarding the expectations they have for their mentees. 3. The PTC functions as an advisory committee to any member of the Department who requests their feedback and advice on a P & T related matter. In fulfilling each of its three roles, the PTC has no decision making power regarding the promotion or tenure status for any faculty member of the Department.

Faculty Engagement and Contribution Report (FECR): The FECR documents accomplishments, contributions, and progress from the previous academic year (or previous five years as applicable).

Faculty Engagement and Contribution Plan (FECP): The FECP outlines anticipated activities and outcomes for the upcoming academic year (or upcoming 5 years as applicable) that align with SUU's student-centered mission and will make substantive contributions to the Department, College, and/or University.

Evaluative Process and Criteria

Evaluative Process

To facilitate our faculty's progress toward fulfilling the Department's mission, each mentee will submit a FECR of the previous year and FECP for the upcoming year according to the procedures and schedule outlined in University policy 6.1. Tenured faculty and NTT associate faculty will submit a FECR and FECP once every five years. Once the Department mentors have received their mentees' initial FECR and FECP, the PTC will meet to perform functions 1 and 2, as described in the paragraph above. The PTMT's will then proceed with their review and evaluation of their mentee(s). The PTMT's review of the FECR for mentee members of the Department is meant to be both formative and evaluative. The FECR is assessed in terms of the extent to which the goals and objectives defined in the last FECP were met. The PTMT's review of mentees' FECP for the upcoming year is meant to be formative. The content of the plan is reviewed and formally approved for its alignment with the Department and University's student-centered mission and the Department's evaluative criteria. Note that a mentee may make alterations to their FECP at any time, and such revisions are subject to their PTMT and

Department's Chair's approval. The FECR and FECP from NTT associate and tenured faculty are typically reviewed by the Department Chair.

Evaluative Criteria for Tenure Track and Tenured Faculty

The Department values academic work (teaching, mentoring, scholarship, service, and leadership) that supports the student-centered mission of the department, College, and University. As such, each PTMT's and the Department Chair's evaluation will focus primarily on the faculty member's engagement, contributions, and performance that supports students' education along with their personal and professional development. The source of these contributions may and can be different among faculty members, and for individual faculty members over time. To advance through the ranks and to achieve tenured status, a faculty member need demonstrate increasing proficiency and effectiveness in their engagement and contributions as documented in their FECRs. A TT faculty member who receives a "development required" designation on more than one FECR within the tenure review period is less likely to receive tenure.

The table below provides a sample of *exemplars* – that is, traits, philosophies, and activities valued and/or expected for each rank and status of faculty in the Department. No faculty member is expected to model every single exemplar, and the sample we provide is not exhaustive. The table's intent is give faculty members a better sense what is valued and expected to achieve success in our Department. Faculty who model very few of these exemplars and who do not supplement them with other activities and contributions that support the Department's mission may receive a "development required" designation on their FECR.

Notes: 1. the sample of exemplars at one level also include and build on the sample of exemplars described at the levels above it. 2. Extracurricular activities are those which occur outside of a traditional course context and which lead to the personal and/or professional growth of the student as defined in the Department's and/or SUU's mission statement.

Pre-tenure years 1-3 and Lecturers	● Demonstrates respect and concern for students' welfare and educational experiences ● provides academic guidance and counseling to students ● incorporates evidenced based practices in the classroom ● begins to incorporate HIP into some of their classes ● provides timely and meaningful feedback to students ● begins to engage students in extracurricular activities ● seeks and values feedback/training from other faculty in the department or from other sources at SUU (e.g. CETL) or through participation at regional/national teaching conferences ● supports the department's annual Research Symposium ● supports the Department through regular and consistent attendance at Department Meetings and Retreats ● begins to define themselves as scholars by engaging in some form of scholarship defined in SUU policy 6.1 ● begins light service on department-level committees ● has developed plans and goals to integrate academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students ● conducts themselves in ways to foster a positive learning and working environment for the benefit of the SUU community.
Pre-tenure years 4-7 and assistant NTT faculty	● Updates course reading materials to insure students are abreast with the advancing field ● assists the Department in its student recruitment efforts ● uses and develops his/her talents by engaging in community service ● begins to incorporate more or further develops existing HIP in their classes ● seeks ways to increase the number of opportunities for students to engage in extracurricular activities (e.g. research, lab technicians) ● demonstrates continued development as scholars by engaging more fully in such activities defined in SUU policy 6.1 ● serves on department-level committees ● serves on College/University level committees as opportunities present ● begins to enhance or grow the Department's programs by creating new courses, clubs, symposia, conferences, etc… ● participates in the Department's Research Symposium by mentoring students' projects and/or judging ● demonstrates attempts to integrate academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students.
Post-tenure associate and NTT associate faculty	● Demonstrates moderate use of well-developed HIP in their classes ● routinely and consistently engages students in meaningful extracurricular activities ● mentors pre-tenured faculty in the Department ● chairs Department-level committees as opportunity presents ● demonstrates themselves as proficient scholars by engaging in and contributing to such activities defined in SUU policy 6.1 ● serves as a member of high impact committees on campus ● develops pedagogical

	materials that may be used by others in the Department ● contributes to the profession by serving on psychology-related committees/organizations/associations outside of SUU ● demonstrates proficiency at integrating academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students.
Post-tenure and full	● Makes full use of well-developed HIP in their classes ● demonstrates themselves as master scholars by not only engaging in and contributing to such activities defined in SUU policy 6.1 but by integrating these activities into their roles and responsibilities at SUU ● assumes leadership roles by chairing high impact committees and programs at the College and University levels or by serving as a Department, College, or University program director ● develops pedagogical materials for students/faculty use in other departments or schools ● takes a leadership role in the creation of new programs or degrees at SUU ● contributes to the profession by assuming a leadership role on psychology-related committees/organizations/associations outside of SUU ● demonstrates mastery at integrating academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students and academia in general ● demonstrates continued efforts to improve and engage in teaching and scholarship that supports the University's student-centered mission.

Evaluative Criteria for Lecturers, NTT Assistant, and NTT Associate Professors

Lecturers' primary responsibilities lie with teaching and Departmental service. The Department's expectations and examples of valued traits, philosophies, and activities for lecturers is illustrated in the table above under "pre-tenure years 1-3". Activities that refer to scholarship do not typically apply. To qualify for assistant NTT status, a lecturer must a) satisfy the requirements outlined in SUU policy 6.1, and b) consistently meet the expectations and model activities described in the "pre-tenure years 1-3" category in the table above. To qualify for associate NTT status, the assistant NTT professor must a) satisfy the requirements outlined in SUU policy 6.1, and b) consistently meet the expectations and model the teaching and service related activities described in the "pre-tenure years 4-7" category in the table above. Activities that refer to scholarship do not typically apply.

Promotion and Tenure: Process and Schedules

The Department adheres to University's Promotion and Tenure Policy regarding the number of years (since hire) that are to be considered for the mid-term review and tenure applications. The Department further adheres to the timelines and procedures to be followed for promotion, tenure, and for providing feedback to faculty and evaluative entities.

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors.
Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student–Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Appendix B Boyer Model

The Boyer Model includes a broad and comprehensive definition of scholarship. The different forms of scholarship and   examples of valued activities which fall under each are outlined in the table below.

Scholarship Reconsidered: Priorities of the Professoriate (Ernest L. Boyer, 1990, Jossey Bass Publishing, ISBN: 0787940690)

Type	Purpose	Example Measures of Performance
Discovery	Build new knowledge through traditional research.	Publishing in peer-reviewed forums Producing and/or performing creative work within established field Creating infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	Preparing a comprehensive literature review Writing a textbook for use in multiple disciplines Collaborating with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	Serving industry, government or the nonprofit sector as an external consultant Assuming leadership roles in professional organizations Advising student leaders, thereby fostering their professional growth
Teaching	Study teaching models and practices to achieve optimal learning	Advancing learning theory through classroom research Developing and testing instructional materials Mentoring upper-level students in undergraduate research Designing and implementing a program-level assessment system

Psychology Department
Promotion and Tenure Mentorship Teams and Committee Procedures

Department Promotion and Tenure Mentor Team (PTMT):

For each lecturer and non-tenure tract (NTT) assistant faculty member, a PTMT includes at least one mentor who is a non-tenure tract (NTT) associate or a tenured faculty member. For each TT assistant or associate faculty member, a PTMT includes at least two faculty who are tenured faculty members. Mentors provide advice and guidance to help their mentee develop as engaged, contributory members of the Department, College, and University in ways that align with SUU's student-centered mission. To this end, mentors and mentees collaborate to develop a mutually acceptable and mentor approved[1] annual Faculty Engagement and Contribution Plan (FECP)[2] for the mentee that aligns with this mission. According to the schedule outlined in SUU policy 6.1, the PTMT later reviews their mentee's Faculty Engagement and Contribution Report (FECR)[3]. The PTMT's review and evaluation is informed by the extent to which the faculty member achieved the goals and objectives described in his/her annual FECP. The PTMT's review and evaluation of both the plan[4] and the report[5] are shared with the Department Chair at each step in the process. Additional responsibilities of the PTMT are outlined in SUU policy 6.1. A PTMT meets no less than once a semester.

The Department Chair is responsible for selecting the mentors for each mentee. This process is guided by faculty interests and workloads. Typically, the mentee's assignments continue until the mentee achieves tenure (for TT faculty). However, at the request of a mentor or mentee, mentors may be re-assigned if they have the support of the Department Chair or the Department Promotion and Tenure Committee (PTC). Mentors are selected from among the Department's NTT associate and/or tenured faculty, in accordance with the restrictions defined in the paragraph above. In the event that there is a shortage of Department mentors, no more than one mentor on a team may be selected from another department; that department's mission and P & T policies must reasonably align with those of the Department. The Department Chair may not serve as a mentor to another member of the Department.

Footnotes:

[1.] Receiving mentor approval is a mechanism employed to protect the faculty member from receiving unfavorable reviews from individuals or committees outside of the department. It is not intended to be a mechanism that allows mentors to dictate to mentees what they can or cannot do.
[2.] Annual FECP mentee submission form: SUU policy 6.1 Appendix A p. 35
[3.] Annual FECR mentee submission form: SUU policy 6.1 Appendix A p. 36
[4.] Annual FECP evaluation form: SUU policy 6.1 Appendix C p. 43
[5.] Annual FECR evaluation form: SUU policy 6.1 Appendix C p. 42

Department Promotion and Tenure Committee (PTC):

The Department PTC is comprised of i. all faculty members who currently serve as a Department faculty mentor and ii. the Department Chair or one other NTT associate or tenured member of the Department. In the event that members of the PTC are of the same gender, and at the request of a mentee or mentor, the Department Chair shall arrange for a member of another gender to become a member of the PTC. This PTC member shall be a NTT associate or tenured member of the Department. If not available, this member shall be selected from another SUU department whose mission and P & T policies reasonably align with the Department's. The Department shall similarly make a reasonable attempt to satisfy other requests for demographic diversity.

The role of the PTC is three-fold. 1. The PTC functions to guide, support, and facilitate the growth of its members in their role as faculty mentors within the Department. 2. The PTC functions to encourage parity among Department mentors regarding the expectations they have for their mentees. 3. The PTC functions as an advisory committee to any member of the Department who requests their feedback and advice on a P & T related matter. To fulfil the first two roles, the PTC meets no less than once in the fall and spring semesters. To fulfil its third role, the PTC meets on an as needed basis. In fulfilling each of its three roles, it is important to note that the PTC has no decision making power regarding the promotion or tenure status for any faculty member of the Department.