

Approval Page
Psychology Department Tenure and Promotion Criteria
Middle Tennessee State University
April 14, 2023

The departmental Development, Promotion, and Tenure (DPT) committee, in conjunction with the department chairperson, developed the attached promotion and tenure policies during the 2004-2005 and 2005-2006 academic years. They were approved by a vote of the faculty on October 15, 2005 and subsequently approved by Dean Gloria Bonner and Vice President Kaylene Gebert later that year. In 2007, several wording changes were implemented with regard to criteria for evaluating faculty members for research productivity. In 2009, the word "generally" was deleted from two sections of the policy concerning the criteria in evaluating faculty members for teaching. In 2018, the DPT and chair recommended adding language to the Public Service/Outreach criteria concerning continued service within the department. In addition, a statement of professional integrity replaced a statement on collegiality at the end of each section to align department and university policies. This year the DPT and chair have recommended adding language to the Research criteria concerning grants.

The Department of Psychology approved these changes on April 14, 2023. They are effective as of August 1, 2023.




Greg W. Schmidt, Ph.D.
Psychology Department Committee Chair

14 April 23
Date



Nancy J. Stone, Ph.D.
Psychology Department Chair

14 April 2023
Date



Barbara F. Turnage, Ph.D.
Interim Dean, College of Behavioral and Health Sciences

April 17, 2023
Date



Mark Byrnes, Ph.D.
University Provost

4/20/23
Date



Sidney A. McPhee, Ed.D.
President

4/24/23
Date

**DPT Committee Peer Review Form - Tenure/Promotion to Associate Professor
Department of Psychology**

(New Criteria – 2006 policy, revised 3/3/09, 3/18/16, 2/16/18, 4/14/23)

Candidate: _____

For: _____ Reappointment _____ Tenure _____ Promotion to: _____

Tenure (Must obtain a minimum rating of 6 on two out of three dimensions, one of which must be in teaching, and a minimum total of 16.)

Promotion (Must obtain a minimum rating of 6 on two out of three dimensions, one of which must be in teaching, and a minimum total of 17.)

_____ Developmental feedback

Reviewer: _____

TEACHING (Must be ≥ 6) Circle your rating of the faculty member.

0	1	2	3	4	5	6	7	8	9	10
No evidence		Needs Improvement		Marginal		High Quality		Excellent		Ideal

Notes: _____

RESEARCH (Must be ≥ 4 ; OR must be ≥ 6 , if 2nd area of high quality productivity) Circle your rating of the faculty member.

0	1	2	3	4	5	6	7	8	9	10
No evidence		Needs Improvement		Continuing Participation & Quality Productivity		High Quality		Excellent		Ideal

Notes: _____

(OVER)

SERVICE (Must be ≥ 4 ; OR must be ≥ 6 , if 2nd area of high quality productivity) Circle your rating of the faculty member.

0	1	2	3	4	5	6	7	8	9	10
No evidence		Needs Improvement		Continuing Participation & Quality Productivity		High Quality		Excellent		Ideal

Notes: _____

TOTAL: _____ (Tenure must be ≥ 16 ; Promotion must be ≥ 17)

Recommendation: _____ Tenure _____ Do not tenure
 _____ Promote: _____ Do not promote

Comments: _____

Teaching Activities - Tenure and Promotion to Associate Professor Criteria

Teaching is defined as any activity undertaken by a faculty member within the formal academic programs of the University that contributes to the efforts of students to acquire intellectual skills, to extend knowledge and understanding, or to develop attitudes and habits that foster continuing growth. Examples of such activities include, but are not limited to, course and program development and improvements, instruction, advising of students, involving students in research and/or applied activities and service on thesis committees. Student evaluation of teaching will be incorporated into the evaluation of instruction.

10 – Ideal *Evidence of systematic curriculum development, instructional innovation, maintaining currency in the discipline, use of effective instructional methods, development and use of appropriate evaluation methods, providing formative and summative feedback to students during the learning process and willingness to supervise individual student learning experiences. Additionally, evidence of high achievement by students, consistently strong course evaluations, and testimonials from students supporting the effectiveness of the instruction are expected.*

9

8 – Excellent *Positive teaching evaluations and other indicators of proficiency in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, use of appropriate evaluation methods, and willingness to supervise individual student learning experiences should also be included as indicators of teaching excellence.*

7

6 – High Quality *Teaching evaluations and other materials indicate reasonable levels of competence in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, and willingness to supervise individual student learning experiences should also be included as indicators of quality teaching.*

5

4 – Marginal *Evidence of teaching adequacy should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating there are no uncorrected serious faults or deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence regardless of immediate outcomes.*

3

2 – Needs Improvement *Serious deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback.*

1

0 *Numerous students complaining to the department chair office, mass withdrawal from courses, and unwillingness to supervise individual student learning experiences.*

Note: Professional integrity, professional behavior, and ethical conduct will be taken into consideration and can positively or negatively impact ratings in teaching, research, and service. Professional integrity includes cooperation with colleagues and commitment to the programs and students of the department, the college, and the university.

Research Program - Tenure and Promotion to Associate Professor Criteria

Research is defined as inquiry undertaken that establishes facts, develops principles, or illuminates or answers questions posed within an area of intellectual pursuit through the systematic collection of evidence that can be subjected to replication, verification, or critical evaluation by persons other than the original researcher. Other forms of professional creativity may fulfill this criterion, e.g. books, book chapters, edited books, etc. Grant-writing to support such activities will be taken into account. Funded grants from external agencies and organizations that support such activities and lead to peer-reviewed publications will be considered. Because all publications, presentations, and grants are not of equal merit, committee members will use their professional judgment to assess the importance and quality of research accomplishments.

10 – **Ideal** *An established program of externally funded research with consistent first author publications in refereed journals.*

9

8 – **Excellent** *Evidence that the faculty member is beginning to achieve national recognition as an original contributor through research. National recognition in research can be indicated by a pattern of first-author publications in nationally or internationally distributed peer-reviewed professional journals. The faculty member's work should suggest that there is a general area of inquiry within the faculty member's area of expertise with quality work published in refereed journals and peer reviewed presentations at regional and/or national conferences.*

7

6 – **High Quality** *An ongoing record of significant contributions to empirical research while at MTSU with acceptance of refereed journal articles and peer reviewed presentations or equivalent. Normally, the faculty member will be first-author on much of this work.*

5

4 – **Continuing Direct Participation and Quality Professional Productivity in Research** *Evidence of a pattern of participation in research activities while at MTSU is documented by the acceptance of at least one refereed journal article and peer reviewed presentations or equivalent that make a contribution to the field. The candidate should be first author on at least one publication or should have made significant contributions on multiple publications.*

3

2 – **Needs Improvement** *Limited evidence of research activity*

1

0 – *No evidence of a research program.*

Note: Professional integrity, professional behavior, and ethical conduct will be taken into consideration and can positively or negatively impact ratings in teaching, research, and service. Professional integrity includes cooperation with colleagues and commitment to the programs and students of the department, the college, and the university.

**Professional & Public Service/ Outreach - Tenure and Promotion to Associate Professor Criteria
(Effective 1 August 2018)**

Service/ Outreach. Service/ outreach activities of faculty that are considered for promotion and related purposes are of three kinds:

Activities internal to the university. This category includes activities of a faculty member in serving on committees and doing administrative work within the university, college, or department. These include contributions to the administration of graduate programs or other departmental processes and functions.

Involvement in academic and professional organizations. Serving as an officer or local arrangements chair/member, chair of program committee, chair of a program session, or discussant. With respect to journals sponsored by the organization, it includes serving as a referee or in any type of editorial capacity.

Service to the community. As a general rule, those service activities in the community which should be considered for promotion are those which utilize in a significant way the professional expertise of the faculty member.

Because all service activities are not of equal merit, committee members will use their professional judgment to assess the importance and quality of service accomplishments.

10 – **Ideal** Performance reflecting a pattern of leadership in service to the department and university, and extensive and sustained service to the community and/or to professional organizations. Examples of ideal service include: a) Extensive and sustained contribution to state, national or international professional organizations, b) established statewide, national or international reputation for excellence in professional service, and c) a pattern of leadership in and significant contribution to departmental and university governance (such as leadership positions or chairperson positions in department, faculty senate, or university committees).

9

8 – **Excellent** Evidence of sustained service to the department, the university, and to professional organizations or the community. The service to one or more of these constituencies must reflect a high level of commitment and must be distinguished. This requires evidence of a pattern of meaningful contributions and an assessment of the outstanding quality or effectiveness of that involvement. Evidence of a developing reputation for excellence in professional service beyond the local level should be presented.

7

6 – **High Quality** A pattern of sustained service to the department, the university, and to professional organizations or the community. The service to one or more of these constituencies must reflect a high level of commitment. This requires evidence of more than a routine amount, range, or depth of involvement in these activities and an assessment indicating a high level of quality or effectiveness of that involvement. Evidence of a developing reputation for excellence in service should be presented.

5

4 - **Continuing Direct Participation and Quality Professional Productivity in Service/ Outreach** A record of acceptance, in a spirit of willing cooperation, of department and university committee assignments, and some participation in professional organizations or service to other outside groups or the community.

3

(continued on next page)

2 - **Needs Improvement** Limited evidence of service/ outreach activity

1

0 – No evidence of university, public or professional service.

Note: Professional integrity, professional behavior, and ethical conduct will be taken into consideration and can positively or negatively impact ratings in teaching, research, and service. Professional integrity includes cooperation with colleagues and commitment to the programs and students of the department, the college, and the university.

**DPT Committee Peer Review Form – Promotion to Full Professor
Department of Psychology**

(New Criteria – 2006 policy, revised 2009, 3/18/16, 2/16/18, 4/14/23)

Candidate: _____

For: **Promotion to Full Professor (Must obtain a minimum rating of 8 on two out of three dimensions, one of which must be in teaching, and a minimum total of 22.)**

Reviewer: _____

TEACHING (Must be ≥ 8) Circle your rating of the faculty member.

0	1	2	3	4	5	6	7	8	9	10
No evidence		Needs Improvement		Marginal		High Quality		Sustained Excellence		Ideal

Notes: _____

RESEARCH (Must be ≥ 6 ; OR must be ≥ 8 , if 2nd area of excellence) Circle your rating of the faculty member.

0	1	2	3	4	5	6	7	8	9	10
No evidence		Needs Improvement		Marginal		Sustained High Quality Productivity		National Recognition		Ideal

Notes: _____

(OVER)

SERVICE (Must be ≥ 6 ; OR must be ≥ 8 , if 2nd area of excellence) Circle your rating of the faculty member.

0	1	2	3	4	5	6	7	8	9	10
No evidence		Needs Improvement		Marginal		Sustained High Quality Productivity		National Recognition		Ideal

Notes: _____

TOTAL: _____ (Must be ≥ 22)

Recommendation: _____ Promote: _____ Do not promote

Comments: _____

Teaching Activities - Promotion to Full Professor Criteria

Teaching is defined as any activity undertaken by a faculty member within the formal academic programs of the University that contributes to the efforts of students to acquire intellectual skills, to extend knowledge and understanding, or to develop attitudes and habits that foster continuing growth. Examples of such activities include, but are not limited to, course and program development and improvements, instruction, advising of students, involving students in research and/or applied activities and service on thesis committees. Student evaluation of teaching will be incorporated into the evaluation of instruction.

10 – Ideal *Evidence of systematic curriculum development, instructional innovation, maintaining currency in the discipline, use of effective instructional methods, development and use of appropriate evaluation methods, providing formative and summative feedback to students during the learning process, and willingness to supervise individual student learning experiences. This includes a consistent pattern of teaching evaluations and other indicators that reflect the highest levels of excellence in teaching. Additionally, evidence of high achievement by students, and testimonials from students supporting the effectiveness of the instruction are expected.*

9

8 – Sustained Excellence *An ongoing pattern of positive teaching evaluations and other indicators of proficiency in the areas on content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, use of appropriate evaluation methods, and willingness to supervise individual student learning experiences should also be included as indicators of teaching excellence. Other activities may include providing mentoring, individual learning experiences, or specialized educational activities.*

7

6 – High Quality *Teaching evaluations and other materials indicate reasonable levels of competence in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward maintaining currency in the discipline, continuous teaching improvement, development of instructional innovations, curriculum development, student advising, and willingness to supervise individual student learning experiences should also be included as of quality teaching.*

5

4 - Marginal *Evidence of teaching adequacy should include an assessment on the dimensions of the (a) substantive and (b) pedagogical aspects of teaching indicating there are no uncorrected serious faults or deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback. Efforts toward continuous teaching improvement and development of instructional innovations should also be included as evidence regardless of immediate outcomes.*

3

2 – Needs Improvement *Serious or numerous deficiencies in the areas of content coverage, instructional methods, communication of course content, attentiveness to students, and student evaluation and feedback.*

1

0 – Numerous students complaining to the department chair office, mass withdrawal from courses, and unwillingness to supervise individual student learning experiences.

Note: Professional integrity, professional behavior, and ethical conduct will be taken into consideration and can positively or negatively impact ratings in teaching, research, and service. Professional integrity includes cooperation with colleagues and commitment to the programs and students of the department, the college, and the university.

Psychology

Research Program - Promotion to Full Professor Criteria

Research is defined as inquiry undertaken that establishes facts, develops principles, or illuminates or answers questions posed within an area of intellectual pursuit through the systematic collection of evidence that can be subjected to replication, verification, or critical evaluation by persons other than the original researcher. Other forms of professional creativity may fulfill this criterion, e.g. books, book chapters, edited books, journal editorship, etc. *Grant-writing to support such activities* will be taken into account. Funded grants from external agencies and organizations that support such activities and lead to peer-reviewed publications will be considered. Because all publications, presentations, and grants are not of equal merit, committee members will use their professional judgment to assess the importance and quality of research accomplishments.

10 – **Ideal** *An established program of externally funded research with consistent first author publications in refereed journals.*

9

8 – **National Recognition** *Evidence that the faculty member has achieved national recognition as an original contributor through research. National recognition can be indicated by first author publications in nationally or internationally distributed professional journals. The faculty member's work should suggest that there is one or more programs of research within the faculty member's area of expertise with a pattern of quality work published in refereed journals and peer reviewed presentations or the equivalent thereof, with substantial work done since promotion to Associate Professor.*

7

6 – **Sustained High Quality Professional Productivity** *The faculty member's work should demonstrate that there is an ongoing pattern of contribution since promotion to associate professor, evidenced by quality work published in refereed journals and peer reviewed presentations at regional and/or national conferences. Normally, the faculty member will be first-author on much of this work.*

5

4 – **Marginal** *Evidence of empirical research with acceptance of a refereed journal article and peer reviewed presentations.*

3

2 – **Needs Improvement** *Limited evidence of research activity.*

1

0 – *No evidence of a research program.*

Note: Professional integrity, professional behavior, and ethical conduct will be taken into consideration and can positively or negatively impact ratings in teaching, research, and service. Professional integrity includes cooperation with colleagues and commitment to the programs and students of the department, the college, and the university.

Public Service/ Outreach - Promotion to Full Professor Criteria

(Effective 1 August 2018)

Service/ Outreach. Service activities of faculty that are considered for promotion and related purposes are of three kinds:

Activities internal to the university. Service to the university includes a broad range of activities such as serving on committees and doing administrative work within the university, college, or department. This category of service also includes contributions to the administration of graduate programs and other departmental processes and functions.

Involvement in academic and professional organizations. Serving as an officer or local arrangements chair/member, chair of program committee, chair of a program session, or discussant. With respect to journals sponsored by the organization, it includes serving as a referee or in any type of editorial capacity.

Service to the community. As a general rule, those service activities in the community which should be considered for promotion are those which utilize in a significant way the professional expertise of the faculty member.

Because all service activities are not of equal merit, committee members will use their professional judgment to assess the importance and quality of service accomplishments.

10 – **Ideal** Performance reflecting a pattern of distinguished service to the community and/or to professional organizations. The service to one or more of these constituencies must have resulted in significant accomplishments and national acclaim for the individual and the university. These accomplishments include things such as a) Extensive and sustained major contribution to state, regional, national or international professional organizations, b) established national or international recognition for excellence in professional service, or c) major professional contributions to the public good. Additionally, sustained leadership in the department and committed service to the university are expected. Examples of sustained leadership in the department and committed service to the university include a pattern of leadership in and significant contribution to university governance, coordinating a graduate or undergraduate program, chairing major committees, taking a leadership role in program evaluations and accreditation, and chairing university search committees.

9

8 – **National Recognition** Performance reflecting a pattern of distinguished service to the community and/or to professional organizations. The service to one or more of these constituencies must reflect a high level of commitment and result in national recognition for service. National recognition is generally based on a substantial amount, range, or depth of involvement in service and an assessment of the outstanding quality or effectiveness of that involvement. National recognition can be demonstrated in a variety of ways such as by serving as an officer of a professional organization, editorial staff, program committee, policy-making board, or other significant service to a national, regional, or state professional organization. Examples of national recognition also include the receipt of national awards, a pattern of service presentations or publications at a national level, or national recognition for contributions to university governance. A pattern of public service articles in nationally distributed publications, professional newsletters, books or other documents that have a significant impact on the public good provide evidence of national recognition. Additionally, strong and consistent service to the department and committed service to the broader university are expected. Examples of strong and consistent commitment to the department and committed service to the university include documented contribution to committees, chairing multiple thesis committees, coordinating a graduate or undergraduate program, taking a leadership role in program evaluations and accreditation, and chairing university search committees.

7

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6 – **Sustained High Quality Professional Productivity** A record of acceptance, in a spirit of willing cooperation, of department and university committee assignments. A pattern of sustained and meaningful service to the university, professional organizations or other outside groups, or the community is generally needed to demonstrate quality service.

5

4 – **Marginal** Some degree of participation in committees or occasional service to organizations or the community.

3

2 – **Needs Improvement** Limited evidence of service/ outreach activity.

1

0 – No evidence of university, public or professional service.

Note: Professional integrity, professional behavior, and ethical conduct will be taken into consideration and can positively or negatively impact ratings in teaching, research, and service. Professional integrity includes cooperation with colleagues and commitment to the programs and students of the department, the college, and the university.