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Psychology: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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***Guidelines for Reappointment, Tenure, Promotion,
and Performance at Rank
Department of Psychology
The College at Brockport, SUNY***

(Effective for the 2011-2012 2012-2013 academic year and
thereafter, until modified or rescinded)

March, 2013: Items in purple constitute proposed responses to feedback regarding APT
document Items in Brown reflect chair edits.

I. Preamble

All faculty in the Psychology Department are expected to be productive scholars, effective and conscientious teachers, and contributors to departmental and college service functions. These expectations are the basis of all personnel decisions. Furthermore, it is emphasized that these expectations apply to faculty on continuing appointment (i.e., those who have received tenure) as well as to those seeking such appointment.

These *Guidelines* for the most part define *minimum* expectations in scholarship, teaching, and service. Determining whether an applicant's performance is *sufficient* for a positive recommendation with respect to any personnel decision is a judgment based on careful evaluation of all three areas collectively. A performance profile that meets only minimum expectations in all three areas of review generally will not be considered sufficient for a positive recommendation.

It is recognized that somewhat different emphases across the areas of scholarship, teaching, and service may appropriately characterize a faculty member's workload at different stages of his/her career. It also is recognized that personnel recommendations represent both a judgment of past accomplishment and a prediction of future productivity. Accordingly, the expectations for specific personnel decisions may vary as a function of whichever stage of a faculty member's career they are meant to reflect. However, all faculty members are expected to contribute in teaching, scholarship, and service throughout their careers at The College at Brockport.

Consistent with the stated expectations of the College, the Psychology Department regards teaching to be its primary mission. When considering faculty performance, the relative weighting of the three fundamental faculty activities is as follows:

Teaching ≥ 50% > Scholarship > Service

These *Guidelines* are consistent with the following publications of the College:

Calendar of Personnel Processes

Guidelines for Faculty Appointment, Renewal, Tenure, Promotions, and Performance at Rank
Procedural Requirements for Academic Personnel Decisions

These publications are reproduced annually in the *Faculty Guide to Academic Practices and Policies at Brockport*, and applicants for any personnel decision are advised to be familiar with them as well as this set of *Guidelines*. In addition, the *Faculty Roles and Rewards Committee Final Report (FRRCFR)* (approved by the Faculty Senate December 7, 1998) was consulted carefully in the preparation of these *Guidelines*.

II. Guidelines and Criteria for Continuing Appointment (Tenure)

The criteria for tenure are designed to be valid expressions of the Psychology Department's academic values. Furthermore, it is assumed that they are achievable within the time prescribed by the tenure calendar, and that they are predictive of continuing (i.e., post-tenure) appropriate productivity by the candidate. A recommendation of tenure is regarded as equivalent to a recommendation for promotion to Associate Professor. Therefore, these criteria also are criteria for such a promotion.

According to the standard The College at Brockport continuing appointment (tenure) calendar, a candidate whose appointment to the faculty is not accompanied by any credit for previous experience (as would be the case, for example, of a new Ph.D., directly out of graduate school) is reviewed for tenure in his/her sixth year of employment. That is, the review occurs following five years of employment at The College at Brockport. The guidelines described in this section apply to candidates whose application for continuing appointment is based on this standard. When the time between initial appointment and consideration for tenure is less than the standard five years, the review will be based on the progress the candidate has made toward meeting the criteria during the time that was available to him/her at The College at Brockport, as well as during previous employment, and the criteria will be interpreted in this context. For example, a candidate who is hired with three years credit toward tenure (and thus would be reviewed for tenure in his/her third year, following only two years of employment at The College at Brockport) would not be expected to have published as many new papers based on research done at The College at Brockport as one who had the full five years. Thus, work done in previous employment contexts will be given heavier weight in the former case than in the latter.

Teaching

Teaching is the primary mission of the College. Faculty are expected to meet all responsibilities associated with their teaching function, to solicit and respond to student impressions and opinions, to remain current in the subject areas in which they teach, and to maintain proper rigor with regard both to course content and to the evaluation of student performance. By the time of tenure review, faculty should be able to provide evidence that they have become effective teachers. It is recognized that evaluations of teaching must always take into consideration variations in the difficulty levels of different teaching assignments (e.g., teaching a graduate course versus teaching an introductory course to large numbers of students versus teaching a small undergraduate seminar

limited to psychology majors, etc.), and teaching accomplishments will be interpreted accordingly.

Teaching Criteria

To meet minimal expectations with regard to teaching, a candidate for tenure must demonstrate (and whenever feasible, document) all of the following:

1. A consistent record of respectful, courteous, and ethical interactions with students.
2. Regard by his/her colleagues as a competent teacher, one who has created a positive overall impression through his/her day-to-day professional interactions with other faculty.
3. Currency in his/her teaching area(s) (through workshops, research, reading of professional materials, etc.).
4. Adherence to his/her assigned teaching schedule (no unexcused class cancellations or routine early dismissals).
5. Maintenance of posted office hours.
6. Consistent adoption of pedagogically meaningful course requirements **and course standards that suggest academic challenge and rigor, such as** grading standards.
7. Development of appropriate instructional materials and tools **that encourage active engagement in learning** (e.g., audio-visual materials, classroom technology, demonstrations, etc.).
8. Solicitation of student evaluations, attainment of student evaluation scores consistent with departmental norms, and appropriate responsiveness to student feedback.
9. Utilization of appropriate syllabi, and adoption of appropriate texts and/or reading lists.
10. Evidence of student success (e.g., performance on standardized tests, student testimonials, samples of students' work, etc.).
11. **Evidence of course-based assessment and responsiveness to it.** This includes participation in the departmental assessment program as scheduled, using procedures derived for departmental assessments in nonscheduled years, or using course specific (e.g. item analyses of tests, homework performance) assessments to revise instruction.

Required Documentation

Each candidate for continuing appointment must supply the following as part of his/her application portfolio:

1. Copies of all his/her College at Brockport *Annual Reports*.
2. Detailed statement of his/her teaching philosophy. If this is clearly and consistently resented in the *Annual Reports*, an additional statement is not necessary (although a separate statement may be helpful, especially if that philosophy has undergone significant changes during the candidate's employment at The College at Brockport).
3. A list of all courses taught during the candidate's employment at The College at Brockport, with enrollment figures for each course. In most cases this information will be available on the *Annual Reports*, and a separate list will not be required.
4. A table of grade distributions for all courses taught at The College at Brockport.

5. Samples of syllabi, student assignments, examinations, **assessment of course based objectives**, and similar materials from all courses taught at The College at Brockport.
6. Scores from standard student evaluation surveys (e.g., *IAS*). It is not necessary to report scores from all courses taught at The College at Brockport, but scores from at least half these courses must be reported. In most cases this information will be available on the *Annual Reports*, and a separate report will not be required.
7. Students' written comments from all the student evaluation surveys used to provide the above scores.
8. At least one report written by a member of the APT Committee describing a visit to one or more of the candidate's classes.
9. The APT Committee may elect, at its discretion, to conduct interviews with a sample of current or former students. If such interviews are conducted, reports of these interviews will be included by the APT Committee in the application portfolio.

Additional Documentation

Bearing in mind the need to demonstrate fulfillment of the teaching criteria described above, the candidate may find it helpful to submit additional appropriate documents and/or material. It is impossible to provide an exhaustive account of all possible materials, but the following list provides suggestions for such materials. Additional suggestions may be found in *Guidelines for Faculty Appointment, Renewal, Tenure, Promotions, and Performance at Rank*. There may be other materials not mentioned in this list that the candidate deems informative and useful for evaluation of his/her performance. In those cases where the candidate is unsure regarding the appropriateness of such materials, he/she should consult with the chairperson of the Appointment, Promotion, and Tenure (APT) Committee and/or the Psychology Department chairperson.

1. Letters from current or former students (solicited or unsolicited).
2. Evidence of performance of current or former students in graduate school, in the workplace, in the community, etc.
3. Student co-authorship on publications or presentations.
4. Evidence of contributions to course or curriculum revision at departmental or College level, including membership on departmental or College committees related to teaching, curriculum development, etc.
5. Research, publications, presentations, etc., related to teaching, including authorship of textbooks, laboratory manuals, and similar materials.
6. Supervision of independent study, student theses (graduate and/or undergraduate), and other student projects.
7. Supervision of student practica and other forms of mentorship.
8. Miscellaneous research activities with students.
9. Membership on student advisory committees (e.g., pre-law, pre-medical, etc.).
10. Advising student organizations directly related to psychology (e.g., Psi Chi, Psychology Club, etc.).
11. Videos showing the candidate's performance in class, or demonstrating important or novel classroom activities and/or techniques.

Scholarship

“Scholarship is the creation, organization, dissemination, and application of knowledge” (D. F. Halpern, et al., *Scholarship for psychology: A paradigm for the twenty-first century*, *American Psychologist*, 1998, Vol. 53, p. 1294). As such, it is an integral part of all aspects of academic life. All faculty in the Department of Psychology are expected to be competent and productive scholars, capable of discovering new knowledge (the scholarship of *discovery*, which in psychology could include scholarship of teaching and learning practices), synthesizing existing knowledge (the scholarship of *integration*), and applying knowledge (the scholarship of *application*). Inherent in this expectation is the parallel expectation that faculty members be active and effective communicators of that knowledge to the scholarly community.

Scholarship is multifaceted; many different kinds of activity can qualify as scholarship. “No individual faculty member can be expected to excel at every type of scholarship” (Halpern et al., 1998, p. 1293). However, it is essential that a candidate for continuing appointment in the Department of Psychology demonstrate evidence of success in the scholarship of *discovery*. It is expected that he/she will provide, by the date of review for continuing appointment, unambiguous evidence of having successfully practiced all aspects of empirical psychological research (research design, data collection and analysis, interpretation, publication) at an appropriate level of quality and at an acceptable rate of productivity.

Criteria for Scholarship

R. Diamond and B. Adams: (*Recognizing Faculty Work: Reward System for the Year 2000. New Directions for Higher Education*, San Francisco: Jossey-Bass, 1995, p. 14) list six characteristics that define scholarship:

1. The activity requires a high level of discipline-specific expertise.
2. The activity breaks new ground, is innovative.
3. The activity can be replicated or elaborated.
4. The work and its results can be documented.
5. The work and its results can be peer reviewed.
6. The activity has significance or impact.

These characteristics, in combination with the scholarship criteria outlined in *Guidelines for Faculty Appointment, Renewal, Tenure, Promotions, and Performance at Rank*, will provide the context for evaluating the level of quality of a candidate’s work.

It is recognized that many factors must influence any interpretation of the quality and productivity of a candidate’s scholarship. Examples of such factors include the type of research population (e.g., a readily available undergraduate participant pool versus a special, difficult to obtain population), the sophistication of the research design and methodology (e.g., survey results based on a single questionnaire distributed to undergraduate psychology students versus a complex series of time-consuming experiments and statistical analyses), the need to develop and employ complex apparatus, and the demands of the journals to which manuscripts are submitted.

It is assumed that the critical evidence of a candidate's scholarship is found in his/her published work. To qualify as effective scholarship, the results of the candidate's work must be communicated to the scientific and professional community, and must be done so in a manner that exposes his/her work to evaluation by that community. Thus, the *best* evidence of quality scholarship is found in peer-reviewed publications. Such publications are not, of course, the only possible scholarly products. Productivity also can be demonstrated by publishing scholarly books, chapters in edited books, articles in non-refereed journals, important software, etc. In addition, presentations at important regional, national, and international meetings of scientific societies, published abstracts, grant applications, online products, and other written and/or oral communications of the candidate's work also are evidence of his/her productivity. The publication of important textbooks may also serve as such evidence. It is recognized that the writing of textbooks relates to the area of teaching as well as scholarship, and textbook publication may reasonably be considered as evidence of achievement in both areas.

It must also be understood that a review of the candidate's scholarship will be more than an evaluation of what he/she has accomplished up to that point. It also will involve a judgment regarding that candidate's *future* productivity. It is expected that all faculty in the Psychology Department will remain productive scholars throughout their academic careers.

The following provide guidelines to define the *minimum* expectations a candidate for continuing appointment must meet:

1. At time of review, the candidate must present *at least* four scholarly products, in the form of publications (not all of which have to have been completed at The College at Brockport, as will be clarified below). The candidate must be first (senior) author on at least two of the four products.
2. At least two of these must have been published since the candidate's initial appointment at The College at Brockport, and must be in peer-reviewed journals.
 - a. At least one of these two must represent research conducted entirely, or nearly entirely, since the candidate's initial appointment at The College at Brockport.
 - b. At least one of these two products must represent the scholarship of discovery.
 - c. On at least one of these two the candidate must appear as first (senior) author.
 - d. Typically, scholarly products published more than five academic years (when scholarly activity was possible) prior to initial employment at Brockport will not be considered.
 - e. This guideline (i.e., guideline #2) will apply to candidates whose application for continuing appointment is based on the standard five-year period following appointment at The College at Brockport. When the time between initial appointment and consideration for continuing appointment is less than five years, the review will be based on the progress the candidate has made toward meeting these criteria during the time available to him/her at The College at Brockport, as well as during previous employment.
3. The other two products may be scholarly books, articles in journals, book chapters, important textbooks, etc., for which senior authorship will be taken as an additional point in the candidate's favor. Both these products must have been subject to

meaningful peer review (i.e., a positive review by knowledgeable peers was a condition for publication). One of the two may be a *funded* major extramural grant proposal (e.g., NIH *First Award*, New Investigator's Award, etc.) for which the candidate is principal investigator (and for which the funding is substantial), or in unusual cases, an online publication or published software. In the case of online products and software, the candidate will have a special responsibility to demonstrate their quality and equivalence to more traditional publications, and such products will receive especially close scrutiny from the APT Committee.

4. If any of the above products can be documented as being in-press (without any further revision being required), it will count as a published document.
5. At time of review, the candidate must present *at least one* submitted extramural grant proposals (e.g., NIH, NSF, etc.).
6. The candidate must present evidence of involving students in research, evidenced by some combination of the following:
 - a. IRB applications which identify students either as Co-PI or as research assistants
 - b. direction of Independent Studies
 - c. direction of undergrad honors theses
 - d. direction of master's theses or significant contributions to master's theses as a committee member
 - e. mentorship of McNair or CSTEP students
 - f. local, national, or international conference presentations with student co-authors
 - g. student co-authorship on manuscripts
 - h. letters of support from former undergraduate or graduate students which document that involvement in the faculty member's research played a key role in attainment of the student's scholarly goals.
 - i. external or internal support for student research activities (e.g., sponsored a student initiated research grant or provided funding for student research opportunity)

Required Documentation

Each candidate for continuing appointment must supply the following as part of his/her application portfolio:

1. A current vita containing a complete bibliography of all the candidate's published work, and all presentations at scientific meetings (including references to published abstracts). There is no standard format for such a vita, but it must be consistent with generally accepted practice for academic psychology.
2. A *Scholarship Focus and Summary*, which will include an overview of the area of scholarship, a brief description of the peer review process and reputation of each scholarly product, and a brief reflective critique.
3. Copies of all scholarly products, including journal articles (published and in press), chapters, books, technical reports, etc.

4. Evidence, generally in the form of a letter from the editor, that items claimed as being in press do in fact have that status.
5. Evidence of the candidate's relative contribution to all collaborative works for which he/she is not the first author.
6. Evidence that the presented papers and posters listed in the vita were in fact presented as claimed (usually in the form of copies of relevant pages from published programs or similar items).
7. In the case of online products, appropriate documentation must be provided attesting to their quality and substantiality.

Additional Documentation

The candidate may find it helpful to submit additional appropriate documents and/or material. It is impossible to provide an exhaustive account of all possible materials, but the following list provides suggestions. None of these is specifically required, and there may be other materials not mentioned in this list that the candidate deems informative and useful for evaluation of his/her performance. In those cases where the candidate is uncertain regarding the appropriateness of such materials, he/she should consult with the chairperson of the Appointment, Promotion, and Tenure (APT) Committee and/or the Psychology Department chairperson.

1. Evidence of the candidate's reputation in the field (e.g., citations in the literature, invited addresses, solicited or unsolicited letters from knowledgeable experts in the field, etc.).
2. Evidence of the candidate's participation on grant review panels.
3. Grant and/or research contract proposals (whether funded or not).
4. Evidence of funding of funded grants and/or contracts.
5. Evidence of the candidate's consulting activities relevant to his/her scholarly expertise (including journal editorships, reviewing activity for journals and books, etc.).
6. Evidence of the development of special laboratory facilities or programs.
7. Evidence of supervision of student research, and the scholarly success of former students.
8. Unpublished software reflecting the candidate's expertise in his/her field.
9. Evidence of continuing education activities by the candidate related to his/her scholarship (e.g., workshops attended, formal course work, sabbatical activities, specialized training sessions, etc.).
10. Samples of manuscripts in preparation or under editorial review.

Service

The Psychology Department, the College, and the profession as a whole require faculty participation in their governance. Service activity is thus expected of all faculty in the Psychology Department. While first-year faculty members are discouraged from making heavy commitments to service activities, and while tenured faculty members are generally expected to bear more of the service responsibilities than untenured faculty, those faculty seeking continuing appointment must demonstrate a record of significant service involvement by the time of their review. For the purposes of review for

continuing appointment, academic advisement is considered to be part of a faculty member's service activities, although it is understood that in some ways this activity overlaps teaching as well. Because of the extremely varied nature of service activities, it is difficult to state with precision specific criteria for defining adequacy of service involvement. It is possible, however, to provide some general guidelines and to state that, in general, the evaluation of a candidate's service contributions will be based on consideration of the overall importance of the service activities as well as the magnitude of the candidate's contributions to those activities.

Criteria for Service

The following provide guidelines to define the *minimum* expectations a candidate for continuing appointment must meet:

1. Service on at least one departmental committee per academic year.
2. Regular participation in departmental meetings and attendance at special departmental functions (e.g., Psi Chi initiation).
3. Attendance and/or participation in College-wide functions (e.g., Commencement, awards ceremonies, special convocations, etc.).
4. Contributions to special sessions (e.g., open houses, open registration, SOAR sessions, etc.).
5. Service as academic advisor to a fair share of undergraduate psychology majors and/or graduate students.
6. By the time of review for continuing appointment, the candidate should be able to demonstrate some additional service activity at the departmental or College level (e.g., participation on a College-wide committee, serving as member of the College Senate, etc.).
7. In a more general sense, the candidate for tenure must have established a reputation among his/her colleagues as a collegial, ethical, cooperative, helpful member of the faculty, one who is willing to bear his/her fair share of the service load, and one who treats his/her colleagues with respect, courtesy, and a willingness to provide assistance when needed.
8. Community activities that enhance the college's reputation, support the school's efforts in advancement, admissions, and student success, and relate to the faculty member's area(s) of professional expertise, will be recognized as legitimate contributions in the category of service.

Leadership (e.g., chairing committees) in Service activities, with appropriate documentation, will be weighted more heavily in the evaluation.

Required Documentation

Each candidate for continuing appointment must supply the following as part of his/her application portfolio, **which will be assessed for the quality and level of contribution (e.g., chairing a committee):**

1. A list of all service activities in which the candidate has participated during his/her employment at The College at Brockport. In most cases this information will be

available on the *Annual Reports*, and a separate list may not be required. However, it is important that the candidate's degree of involvement in important activities (e.g., amount of time and effort put into service on individual departmental and College committees, candidate's specific roles on committees, description of committee activities in which the candidate was involved, etc.) be clear, and if that information is not adequately provided by the *Annual Reports*, a separate document providing this information is required.

2. A statement of the number of undergraduate and graduate students for whom the candidate has served as academic advisor each year of his/her employment at The College at Brockport. In most cases this information will be available on the *Annual Reports*, and a separate list will not be required.
3. A description of the candidate's goals and strategy with respect to academic advising, including any changes or adjustments that have occurred over time and that are being considered for the future.

Additional Documentation

The candidate may find it helpful to submit additional appropriate documents and/or materials. It is impossible to provide an exhaustive account of all possible materials, but the following list provides suggestions. None of these is specifically required, and there may be other materials not mentioned in this list that the candidate deems informative and useful for evaluation of his/her performance. In those cases where the candidate is unsure regarding the appropriateness of such materials, he/she should consult with the chairperson of the Appointment, Promotion, and Tenure (APT) Committee and/or the Psychology Department chairperson.

1. Solicited or unsolicited letters from current or former students relating to academic advisement.
2. Solicited or unsolicited letters from The College at Brockport faculty and/or staff regarding the candidate's work on committees, contributions to special events, etc.
3. Solicited or unsolicited letters from public officials, administrators of organizations, or other members of the community at large regarding community service related to the candidate's area(s) of academic expertise (e.g., volunteering of professional services, offering workshops and/or other presentations to lay communities or agencies, participating in or consulting with community advisory groups and committees, etc.).
4. Copies of products or outcomes of service activities (e.g., committee reports, summaries of changes or developments resulting from committee activities, summaries of results of fund-raising activities, etc.).
5. Descriptions of special work on behalf of admissions, recruitment, and/or retention activities of the College.
6. Evidence of service to the profession in the form of such activities as chairing conference sessions, organizing conferences, active membership in professional organizations, manuscript or book reviewing, participation on national and international advisory boards, etc.

III. Guidelines and Criteria for Renewal of Appointment Prior to Tenure Review

As pointed out earlier in this document, the standard College at Brockport continuing appointment calendar stipulates that tenure review will occur in a candidate's sixth year of employment. During the five years previous to that review year the candidate normally will experience two additional reviews, one during the second year (for a three-year renewal) and one during the fifth year (for a one-year renewal). In general, recommendations resulting from these reviews will be based on evidence of appropriate progress toward meeting expectations for continuing appointment. The following guidelines help clarify what is meant by "appropriate progress" in the areas of teaching, scholarship, and service. When the time between initial appointment and consideration for tenure is less than five years, reviews will be based on the progress the candidate has made toward meeting the criteria during the time that was available to him/her at The College at Brockport, as well as during previous employment, and the criteria will be interpreted in this context.

Review Occurring the Second Year of Employment (for Three-Year Renewal)

Teaching

Candidates should provide evidence of satisfying the ten *Teaching Criteria*, listed above, that define minimal expectations for teaching competency.

Scholarship

Candidates should have published or have "in press" at least one of the four scholarly products specified above in the *Criteria for Scholarship*. This product may represent work that was completed prior to initial appointment at The College at Brockport. In addition, the candidate must provide evidence of having established an active research program at The College at Brockport.

Service

Candidates are expected to have demonstrated regular service on at least one departmental committee as well as a solid record of participation in other department functions (e.g., department meetings, academic advising, special sessions).

Review Occurring the Fifth Year of Employment (for a One-Year Renewal)

Teaching

Candidates should provide evidence of satisfying on a continuing basis the ten *Teaching Criteria*, listed above, that define minimal expectations for teaching competency. In addition, candidates should provide items 1-7 of the *Required Documentation* listed above.

Scholarship

Candidates should have published or have "in press" at least two (and preferably three) of the four scholarly products specified in the *Criteria for Scholarship*, and should show evidence of sufficient progress to assure members of the APT Committee and the department chairperson that completion of all required products by the time of tenure review is a realistic goal. The candidate must provide evidence of having established an active and productive research program at The College at Brockport. The best such evidence will be in the form of manuscripts (published, in press, or in preparation), presentations at scientific meetings, grant proposals, and/or other similar documents.

Service

Candidates are expected to have demonstrated regular service on at least one departmental committee per year, as well as a solid record of participation in other department functions (e.g., department meetings, academic advising, SOAR sessions, open houses, open registration), and some additional activity at the College level. It is normally expected that a faculty member who is nearing the tenure review year will demonstrate some degree of leadership in service, perhaps by chairing a committee or assuming prominent responsibility for an activity or function within the Psychology Department or the College.

IV. Guidelines and Criteria for Promotion

Performance at rank

In the Psychology Department, criteria for promotion begin with the understanding that each rank carries with it certain expectations about a continuing level of performance appropriate to that rank, or *performance at rank*. Thus, it is expected that the quality of performance in teaching, scholarship, and service a faculty member demonstrates to attain promotion will continue at the same level after the candidate has achieved rank. In this sense, application for promotion is not only a request to be recognized for a certain level of achievement, but also is a promise by the candidate that he/she will continue to perform at that level after having achieved the desired rank.

In addition, continuing performance at rank is extremely important for consideration for promotion to the next rank, is a prerequisite for consideration for discretionary salary increases, influences decisions about awards, and is an important contributor to decisions about workload distribution by the department chair and the dean of the School of Science and Math. With respect to this last point, the normal expectation is that each faculty member will carry a 3/3 course load or its equivalent, and that he/she will maintain an active, productive program of scholarship and make significant service contributions. Faculty who do not maintain an active program of scholarship (and thus do not fulfill College and department expectations) will not be demonstrating performance at rank and will be required to contribute significantly more in teaching and service.

Performance at rank for assistant professors, associate professors, and professors is summarized in the following:

Assistant Professor

Expectations that define performance at rank for the assistant professor clearly will vary depending on how long the faculty member has been employed at the College at Brockport. As long as the assistant professor continues to receive favorable reviews for reappointment, it may be assumed that he/she is performing at rank. That is, favorable reviews **will be provided only if:**

- the faculty member is making appropriate progress toward satisfying the ten *Teaching Criteria* that define minimal expectations for teaching competency,

- he/she is making satisfactory progress toward producing the four scholarly products specified in the *Criteria for Scholarship* (and has made appropriate progress toward establishing an active research program at The College at Brockport),
- and if he/she has demonstrated regular service on at least one departmental committee per year as well as an appropriate record of participation in other department functions (e.g., department meetings, academic advising, SOAR sessions, open houses, open registration).

Additional description of expected levels of performance in teaching, scholarship, and service can be found in *Guidelines for Faculty Appointment, Renewal, Tenure, Promotions, and Performance at Rank*.

On a yearly basis, performance at rank for the assistant professor will be demonstrated by the following, contingent upon each being commensurate with long-term progress towards expectations for this rank:

- fulfilling the teaching load assigned by the Department Chairperson, reflecting on teaching, offering of 4 office hours for each teaching semester, and providing students with an appropriate syllabus in each course,
- active engagement in the research process, in pursuit of scholarly products
- regular service on at least one departmental committee, regular attendance at department meetings, and an appropriate record of service to the College and/or professional discipline

Associate Professor

To maintain performance at rank in teaching, the associate professor must consistently meet the *Teaching Criteria* that define minimal expectations for teaching competency. Furthermore, he/she is expected to achieve mastery of teaching methods, to be able to provide evidence of effective student learning, and to make significant contributions to the development of new methods and curricula.

To perform at rank in scholarship, the associate professor must continue to maintain an active and productive scholarship program. The best evidence of this is a record of producing *at least* 2-3 significant products (e.g., journal articles, book chapters, extramural grant proposals, presentations at major scientific conferences and/or professional meetings, etc.), or equivalent (e.g., scholarly books, textbooks, published software, etc.) every five years. The candidate must be first author on at least one of the products, and at least one of the published materials must be peer-reviewed.

For performance at rank in service, the associate professor must maintain a continuing commitment to service activities, including regular service on at least one departmental committee per year, a solid record of participation in other department functions (e.g., department meetings, academic advising, SOAR sessions, open houses, open registration), and service to the College, University, and/or professional discipline. There should be evidence of leadership in service, (e.g., chairing committees for the Department, College, and/or professional organizations; assuming prominent responsibility for an activity or function within the Psychology Department or the

College, etc.). Additional description of expected levels of performance in teaching, scholarship, and service can be found in *Guidelines for Faculty Appointment, Renewal, Tenure, Promotions, and Performance at Rank*.

On a yearly basis, performance at rank for the associate professor will be demonstrated by the following, contingent upon each being commensurate with long-term progress towards expectations for this rank:

- fulfilling the teaching load assigned by the Department Chairperson, reflecting on teaching, offering of 4 office hours for each teaching semester, and providing students with an appropriate syllabus in each course
- active engagement in the research process, in pursuit of scholarly products
- regular service on at least one departmental committee, regular attendance at department meetings, and an appropriate record of service to the College and/or professional discipline

Professor

Performance at rank for a professor requires a continuation of the same level of success that qualified the faculty member for promotion to this rank in the first place. As will be described below, promotion from associate professor to professor requires a history of excellence in teaching, scholarship, and service. Performance at rank as a professor requires continuing excellence in all three areas. A professor is expected to be a model and mentor for less experienced colleagues, and to provide leadership in such matters as changes in departmental curricula, graduate program development, and assessment of curricula and student learning. It is expected that a professor will assume a position of increasingly influential leadership in the Psychology Department and in the College, one to whom his/her younger colleagues will look for assistance, information, ideas, wisdom, and inspiration. Additional description of expected levels of performance in teaching, scholarship, and service can be found in *Guidelines for Faculty Appointment, Renewal, Tenure, Promotions, and Performance at Rank*.

On a yearly basis, performance at rank for the professor will be demonstrated by the following, contingent upon each being commensurate with long-term progress towards expectations for this rank:

- fulfilling the teaching load assigned by the Department Chairperson, reflecting on teaching, offering of 4 office hours for each teaching semester, and providing students with an appropriate syllabus in each course
- active engagement in the research process, in pursuit of scholarly products
- regular service on at least one departmental committee, regular attendance at department meetings, and an appropriate record of service to the College and/or professional discipline

Promotion to Assistant Professor

The rank of assistant professor normally is assigned at the time of employment to any new faculty member with a Ph.D. Any exceptions will be at the discretion of the dean of the School of Science and Mathematics.

Promotion to Associate Professor

The Psychology Department, and for the most part, the College, regard a recommendation of tenure as commensurate with a recommendation for promotion to associate professor. Thus, for assistant professors seeking continuing appointment, tenure criteria are also criteria for promotion to associate professor.

Occasionally there is a case where it appears appropriate to consider promoting a faculty member from assistant to associate professor even before that person is to be considered for continuing appointment. It is usually the case that such a faculty member is demonstrating very superior achievement, and it is deemed desirable to reward him/her for that achievement (and, of course, encourage continuing performance) with an *early promotion*.

While it is conceivable that performance in teaching might lead to consideration for early promotion, realistically and traditionally the requisite superior performance is most likely to be demonstrated in scholarship. It is extremely unlikely that service activities would result in early promotion.

Because cases where early promotion is to be considered are infrequent, and the conditions surrounding each case highly variable, it would be inadvisable to state a set of highly specific criteria for early promotion. However, in general, early promotion will be unlikely unless the candidate has acquired significant academic or closely related experience in an earlier position of employment (i.e., previous to his/her employment at The College at Brockport). Furthermore, early promotion is only justified where the candidate shows clearly that he/she is meeting the minimum tenure criteria for teaching, scholarship, and service (to an extent that is realistic and appropriate given the amount of time he/she has been employed at The College at Brockport), with the additional qualification that genuinely superior performance must be demonstrated in scholarship or (much less likely) in teaching. In this case, "superior" means that the candidate is highly likely not only to meet the minimum criteria in that category of performance for tenure, but also to exceed those criteria significantly.

Promotion to Professor

A faculty member normally will not be considered for promotion to professor sooner than five years beyond the date of appointment to Associate Professor.

The rank of professor is reserved for faculty who not only have demonstrated continuing performance at rank (in teaching, scholarship, and service), but also have achieved genuine *excellence* in all these areas of review.

A candidate for Promotion to Professor, must supply Required Documentation and Additional Documentation for each teaching, scholarship, and service, as specified in the *Guidelines and Criteria for Continuing Appointment (Tenure)* section of *Guidelines for Reappointment, Tenure, Promotion, and Performance at Rank*, as part of his/her application portfolio.

Teaching

To demonstrate excellence in teaching, the candidate must show clear evidence of involvement with students, excellent pedagogy, the publication of important textbooks, or similar achievements, along with evidence of course-based assessment and responsiveness to it. The candidate will be asked to suggest a list of faculty members in the Psychology Department, in other departments at The College at Brockport, and/or in institutions other than The College at Brockport who are familiar with his/her teaching activities. To this list the APT Committee may, at its discretion, add other names. From this list, three individuals will be selected who agree to write evaluations of the candidate's teaching activities.

Scholarship

To demonstrate excellence in scholarship, the candidate must show clear evidence of scholarly activities having significantly exceeded requirements for promotion to Associate Professor. The following guidelines define the *minimum* expectations a typical candidate for Promotion to Professor must meet:

1. At time of review, the candidate must present *at least* eight peer-reviewed published products, *at least* four of which must have been published after promotion to Associate Professor (i.e., at minimum, four products that were not counted as part of the tenure/promotion decision).
2. Of the products after promotion to Associate Professor, the candidate must be first (senior) author on at least two, and at least two must be articles in peer-reviewed journals.
 - a. Two of these products must be scholarship of discovery. Scholarship of discovery is demonstrated by having successfully practiced all aspects of empirical psychological research (research design, data collection and analysis, interpretation, and publication). Examples include publication of newly collected data, and publication of meta-analyses, archival research, or data-based computational modeling.
 - b. For products for which the candidate is not first author, evidence of the candidate's relative contribution must be provided.
3. The other products may be scholarly books, articles in journals, book chapters, *funded* extramural grant proposals (e.g., NIH, NSF, etc.), textbooks, and published software.
 - a. These products must have been subject to meaningful peer review.
 - b. In the case of multiple editions of a textbook, each edition evidencing extensive revision shall count as a separate product. A copy of the section of the book Preface that indicates the changes in the edition may be used to indicate evidence of revisions in the product.
 - c. In the case of published software, the candidate will have a responsibility to demonstrate their quality and equivalence to more traditional publications.

4. If any of the above products can be documented as being in press (without any further revision being required), it will count as a published product.
5. At time of review, the candidate must present *at least* two submitted extramural grant proposals (e.g., NIH, NSF, etc.), *at least* one of which must have been submitted after promotion to Associate Professor.
6. As further evidence of significantly exceeding requirements for promotion to Associate Professor, the candidate must demonstrate reputation in his/her field of scholarship or recognition by peers for his/her scholarship. In order to do this, the candidate must suggest a list of recognized peers in other institutions who are knowledgeable in his/her area of scholarship. Members of the APT Committee may, at their discretion, place additional names on this list. From this list, the APT Committee will select one or two who agree to write a letter evaluating the candidate's scholarly contributions and status in the scholarship community. Reputation and recognition can also be demonstrated by some combination of the following:
 - a. cumulative body of scholarly products,
 - b. evaluative review of one's scholarship (e.g., feedback on submitted extramural grant proposal)
 - c. serving as a reviewer of articles, scholarly books, and grants,
 - d. serving in editorial positions for academic publications,
 - e. citations in the published work of others,
 - f. reputation of journals or publishers in which articles or books are published,
 - g. invited conference presentations or addresses
 - h. applications for research funding (extramural)
7. The candidate must involve students in research, as evidenced by a combination of several of the following:
 - a. IRB applications which identify students either as Co-PI's or as research assistants
 - b. direction of Independent Studies
 - c. direction of undergrad honors theses
 - d. direction of master's theses or significant contributions to master's theses as a committee member
 - e. mentorship of McNair or CSTEP students
 - f. local, national, or international conference presentations with student co-authors
 - g. student co-authorship on manuscripts
 - h. letters of support from former undergraduate or graduate students which document that involvement in the faculty member's research played a key role in attainment of the student's scholarly goals.
 - i. external or internal support for student research activities (e.g., sponsored a student initiated research grant or provided funding for student research opportunity)

Service

To demonstrate excellence in service, the candidate for professor must provide a record of outstanding participation on departmental and College committees, including important leadership positions (e.g., department chair, president of Senate, director of an important College program). Other evidence of excellence may be seen in outstanding service to the profession, such as holding a major office in a national professional organization, editing a journal, etc. Such excellence consists of more than spending a lot of time and effort on service activities. It also means that the candidate can demonstrate that his/her service activities have had a major impact on the Psychology Department, the College, and/or the field of psychology, **i.e., the quality and level of contribution is assessed, and leadership in service will be considered more heavily.** The candidate will be asked to suggest a list of faculty members or other knowledgeable individuals in the Psychology Department, in other departments at The College at Brockport, in institutions other than The College at Brockport, and/or in other relevant settings who are familiar with his/her service activities. To this list the APT Committee may, at its discretion, add other names. From this list, three individuals will be selected who agree to write evaluations of the candidate's service activities.

V. The Appointment, Promotion, and Tenure (APT) Committee

The Psychology Department APT Committee will consist of five members, elected by the department's full-time tenured and tenure-track faculty. Each will be a member of the faculty in the Psychology Department, elected for a three-year term, with eligibility for reelection at the termination of his/her term. Elections will be held at the beginning of the academic year. To the extent possible, committee members' terms will be staggered in such a manner that the committee always will contain members with prior APT Committee service. The following restrictions apply:

1. All members of the APT Committee will have continuing appointment (tenure).
2. When applications for promotion are being considered, only those who have attained the rank of associate professor or higher may serve on the committee. In the case of promotion to full professor, the APT Committee must include at least one full professor. If a full professor is not available among the members of the Psychology Department, the dean of the School of Science and Mathematics, after consulting the department chairperson and members of the faculty in the Psychology Department, will appoint a full professor from another department, or an emeritus full professor from the Psychology Department, to the APT Committee.

The Psychology Department APT Committee will address actions on continuing appointment, reappointment, promotion, and sabbatical leave. All committee recommendations will be based on simple majority votes, with absentee votes permitted. A separately elected committee will address discretionary salary increase (DSI) recommendations, although membership on the APT Committee will not preclude membership on the DSI Committee.

VI. The Review Process

Early in the first year of a faculty member's employment at The College at Brockport (and annually thereafter until tenure review), he/she will be encouraged to meet with the Psychology Department chairperson and the APT Committee. During that meeting, the basic requirements for tenure and promotion will be explained and discussed, the untenured faculty member's progress will be discussed, experienced faculty members will share advice and recommendations regarding effective strategies for meeting tenure requirements, and the untenured faculty member will have the opportunity to ask questions. General procedures for providing mentorship for new faculty are described in the Psychology Department document, *Mentoring and Retention of New Faculty*, a copy of which will be given to every new faculty member soon after he/she is hired.

Guidelines for submitting the application portfolio are provided in *Guidelines for Faculty Appointment, Renewal, Tenure, Promotions, and Performance at Rank* and in the document *Procedural Requirements for Academic Personnel Decisions*. These documents also describe many of the details of the procedures to be followed by the APT Committee and others who participate in the review of the candidate's application. Several points are highlighted below:

1. Included in the *Faculty Guide to Academic Practices and Policies at Brockport* is a copy of the calendar for personnel procedures for the academic year to which the *Guide* applies. Faculty who are scheduled or eligible for personnel action during that year should consult this calendar for information regarding important dates in the process. In addition, faculty members who are scheduled or eligible for personnel actions during that academic year will be notified of that fact by the department chair in the spring of the preceding academic year.
2. Faculty who are scheduled or eligible for tenure, renewal, or promotion should submit their application portfolios to the Psychology Department APT Committee on or before the date specified in the calendar.
3. The entire portfolio should be submitted as a unit. Substantiating material should be placed in a notebook or paper file box and clearly labeled on notebook spine or box end. Included with these materials should be all required documentation, reprints and copies of published materials, other documentation the candidate deems relevant, and copies of all previous *Annual Reports*. It is highly recommended that the candidate consult with other faculty who have recently been candidates for personnel action, as well as with members of the APT Committee and the department chairperson, for advice regarding organization of the portfolio.
4. A separate manila folder (labeled with the candidate's name, department, and type of personnel action) should contain the following:
 - a. Appointment form(s).
 - b. Candidate's cover letter of application, including his/her statement regarding performance in teaching, scholarship, service, and continuing professional development. This letter serves to preface the file for the evaluators and should highlight the most salient features of the file from the applicant's perspective.
 - c. Current vita.
 - d. APT Committee's letter of recommendation.
 - e. Department chairperson's letter of recommendation.

- f. Dean's letter of recommendation.
5. A well-marked separate folder should be used for any confidential letters.
6. When the review is for continuing appointment (tenure), a representative from the APT Committee will meet with the applicant to schedule a visit by a committee member to observe the candidate in class.
7. The APT Committee will review and discuss the documentation and, when applicable, the classroom observation, peer review(s), and results of student interviews. After a thorough review of all materials, the committee will notify the applicant of its decision and will prepare a written recommendation, a copy of which will be given to the candidate. That recommendation will then be forwarded to the department chairperson.
8. The department chairperson, on receiving the APT Committee recommendation, will issue a formal announcement to the department faculty and ask all faculty to review the applicant's portfolio, which will be on file in a convenient but secure location and will include a copy of the APT report. A sign-out procedure will be followed to help ensure the security of all documents, and to ensure that faculty members have reviewed the appropriate documents in advance of consideration and voting. The department chairperson will provide a ballot on which each faculty member can record his/her vote, and request that all faculty complete their ballots and return them to the chairperson's office by a stated deadline.
9. All full-time, tenured and tenure-track faculty members, with the exception of the applicant, the department chairperson, and members of the APT (who already have voted in the process of framing their recommendation) will be permitted to vote.
10. At least 51% of eligible faculty (as defined above) must cast ballots for the vote to be considered official. If less than 51% of the eligible faculty cast ballots, no ballots will be counted. The department chairperson will report this fact in his/her written evaluation of the applicant.
11. Balloting will be done by mail. The ballot will require only that the voter indicate his/her name and his/her agreement or disagreement with the APT committee's recommendation regarding the applicant in question. Space will be provided on the ballot for comments, although the voter will not be required to make any. Ballots will be submitted in a sealed envelope and will be seen only by the department chairperson, who will inform the faculty, including the applicant, of the majority opinion. The actual number of votes in favor of or against the APT Committee's recommendation will not be reported to the faculty, although these numerical tallies must be communicated to the dean of the School of Science and Mathematics, the vice president for academic affairs, and the president of the College. The applicant may request and receive the numerical tally.
12. A faculty meeting to discuss any applicant's application for reappointment, tenure, and/or promotion may be held prior to the faculty vote if the department chairperson deems it necessary. If the outcome of the faculty vote is at odds with the APT Committee's recommendation, the chairperson will call a faculty meeting to discuss the issues and attempt to resolve the disagreement. Following this meeting, the APT Committee will reconsider its recommendation and prepare a second written recommendation that goes first to the applicant and then to the department chairperson. The department chairperson will then issue a formal announcement and provide a second ballot to eligible faculty. Voting rights, quorum, and voting

format will be the same for both ballots. Only the results of the second ballot will be reported in the department chairperson's written evaluation of the applicant.

13. Attendance at any faculty meetings involving discussions of applicants for reappointment, tenure, and/or promotion will be limited to full-time tenured and tenure-track Psychology Department faculty (excluding the applicant under discussion). Outside such meetings, discussions among faculty members about any aspect of an applicant's portfolio should be limited to full-time tenured and tenure-track faculty, and should not include staff, students, part-time faculty, or any others, unless specifically required by an official of the College.
14. Following the department vote, the department chairperson will add his/her own letter of recommendation and send the entire portfolio to the dean of Science and Mathematics. From there it will proceed to the vice president for academic affairs, and finally to the president of the College. At each stage the candidate will be notified of the decision before the application and recommendations are sent forward. The schedule for each stage of the review process is specified in the *Calendar for Personnel Procedures*.

Approved by vote of the faculty of the Department of Psychology, May 2011 March 2012.

