

**Psychology Department**  
**Promotion and Tenure Guidelines Narrative and Examples**

**Teaching**

The faculty of the department of psychology are held to high standards of teaching excellence, as evidenced by consistently positive teaching scores based on student evaluations (e.g., standardized scores corresponding to categories of "good" or better). Other indices of teaching excellence ought to include, but are not limited to, positive peer reviews of classroom instruction by other faculty within the department, positive written comments from students (i.e., either on the forms accompanying the standardized student evaluations or by other means, including email, notes, letters, etc.), and positive feedback from alumni or community members. Incorporation of feedback incurred from such indices will be viewed as continued commitment to the improvement and fine-tuning of the teaching enterprise. Faculty should "stay current" by incorporating technology into their courses and by making appropriate curriculum updates. Faculty are encouraged to make lecture modifications based on current trends in the empirical literature, recent publications of innovative texts, self-evaluation, incorporation of new hands-on exercises or demonstrations, and any other relevant domain.

Additionally, faculty should maintain consistent involvement in the supervision of undergraduate students in independent study and research, honor's theses, and/or honor's contracts. Faculty are also responsible for active supervision of and involvement in graduate students' master's theses (e.g., chairing committees, serving on committees, reviewing student papers, assisting with research design and paper formatting). Clinical faculty are expected to effectively supervise graduate students in clinical training and applied clinical work. Moreover, faculty are expected to extend their pedagogy outside of the classroom and laboratory by being available for student questions and concerns on a year-round basis (both within and outside of office hours), effectively and accurately advising students majoring in psychology, keeping abreast of curriculum changes and requirements, mentoring and guiding students on career or graduate school paths, and mentoring or assisting other faculty in their professional development. Faculty are also encouraged to publish any research that they have conducted on teaching and/or to review textbooks in their areas of expertise.

Examples:

- Consistently positive student evaluation of teaching standardized scores
- Peer reviews of classroom teaching
- Positive written comments from students
- Positive feedback from alumni
- Consistent activity supervising students in independent study and research
- Activity demonstrating supervision of students in honors thesis and honor's contracts
- Activity demonstrating active supervision and involvement in master's theses
- Activity demonstrating effective supervision of students in applied clinical work

- Demonstration of active and effective advising of students
- Evidence of mentoring other faculty
- Attendance and participation in conferences/workshops on teaching or clinical work
- Curriculum developments and changes to improve effective teaching
- Evidence of innovative and successful incorporation of technology into courses
- Publication of research on teaching
- Textbook reviewer

### **Scholarship**

The faculty of the department of psychology values sustained, active research and other scholarly work which is put to the scrutiny of professional scholars outside of the department. Such work is often submitted for collegial review; peer-reviewed publications, publicly presented papers and posters at professional conferences are significant evidence of such accomplishment. Additionally, invited technical reports, community professional consultation/intervention, program evaluations and work in editing and reviewing scholarly work by outside professionals is viewed as evidence of the development of ability and repute.

The faculty of the department, further, views participation in continuing education and scholarly workshops as a valued endeavor and we particularly encourage faculty scholarship that includes students as colleagues. This activity includes the supervision of Honors and Master's Theses.

#### **Annotated examples:**

- Development of an active, sustained, and productive research program
  - Basic or more applied research may include animal, survey, longitudinal, experimental, or statistical review of data collected previously; must involve empirical data collection and/or analyses rather than library research or reviews
- Publications in peer-reviewed scholarly journals, chapters in edited books, or books (average one every two years)
  - Most will be co-authored; listing of authors generally represents amount of contribution to final product
- Acceptance of paper/poster presentations at peer-reviewed conferences (average one/year)
  - Poster presentations are the usual format for presentation of empirical research; poster presentations are generally derived from empirical research and are usually accompanied by a longer manuscript; each

presentation should represent original work; national/international generally of more value than regional and state

- Submission and award of internal or external grant funding
  - Effort often similar whether or not submission is funded; often a collaborative effort; should be for empirical research
- Involvement of students in research activities
  - Evidence includes student participation for course honor's credit, independent study supervision, or honor's theses; students' should receive credit for their contributions with their names on presentations and publications
- Supervision of Honors and Master's Theses
  - Takes up as much time as a class; regularly scheduled meetings with student; continual monitoring and review of their efforts;
- Professional consultation and applied interventions
  - Empirical research, including intervention, data collection and preparation/dissemination of outcome results, generally used on a local or state level
- Preparation/dissemination of technical reports, program evaluations, etc.
  - Same amount of work as empirical research study, but generally used on a local or state level for program development and modification
- Journal or conference reviewer
  - Review of others' research
- Service on Editorial Boards of scholarly publications
  - Review of others' research
- Peer reviews of published research
  - E.g., published book reviews
- Participation in continuing education, clinical workshops
  - May be daily or week-long workshops on new techniques in data analysis, methodology, or use of national data bases.

### **Service**

In the Psychology Department, service can consist of a variety of activities. Membership, especially in leadership roles, on Faculty Assembly committees, campus-wide committees, task forces, and USC system committees are all valued. Active involvement in departmental matters such as search committees, planning activities, undergraduate and graduate thesis committees and special projects is also evidence of service. Advising

student organizations and participation and presentations at university events also qualify as service. Externally, involvement with community and state agencies, membership in national, state, community boards, compensated/uncompensated consulting activities, participation in community events (e.g., professional presentations, membership), and participation in other projects utilizing faculty professional expertise is encouraged under the service component for promotion and tenure.

Examples:

- Service, especially in leadership roles, on University committees
- Active involvement in Department activities
- Service on thesis committees
- Involvement with Community and State agencies utilizing faculty professional expertise
- Service to the profession, such as officer positions in professional societies
- Advising of student organizations
- Professional consulting activities
- Participation and presentations at university and community events