Annul Report and Reappointment, Promotion and Tenure Guidelines
Department of Psychology
Fayetteville State University

This document describes the promotion and tenure guidelines and annual report procedures for the Department of Psychology at Fayetteville State University. These guidelines are based on the premise that the Department is dedicated to:

1. Providing excellent instruction and degree programs at all levels;
2. Achieving recognition in scholarly research; and
3. Demonstrating leadership in professional service to the University, to our discipline, and to society.

Promotion and tenure decisions will be based on how well candidates meet these expectations and the needs of the University.

General Philosophy

While achieving and maintaining a high standard of excellence requires expectations, it is important to remember that the promotion and tenure process is not adversarial. Indeed, the Department ideally would like to see all faculty succeed and excel, and the Department will do everything reasonably within its power to mentor faculty and help them attain their full potential. Nevertheless, it is the responsibility of individuals to demonstrate that they deserve promotion or tenure – it is not the responsibility of the Department to demonstrate that they do not.

Leadership and vision are crucial qualities that we look for in our faculty. True leaders possess the ability to chart new paths and the confidence to persuade other to follow. Leaders are highly proactive and constantly look for and create new opportunities; they act rather than react. Leaders care for the collective welfare of their colleagues and institution, even when this requires investments of their own resources when necessary. Leadership means focusing on their professions, their peers, and their institutions -- they strive to set ever-increasing standards of sustained excellence. Through the promotion and tenure process, the Department seeks to identify and reward individuals who will serve as leaders, role models, and the foundations upon which the Department can build its future.
Teaching Performance

There should be evidence of genuine and sustained commitment of the individual to excellence in teaching, as well as evidence of a strong record of achievement in carrying out that commitment. Solid evidence of effective teaching is an essential part of any dossier submitted to the Department Promotion and Tenure Committee. Such dossier is expected to contain:

- A personal reflective statement of the faculty member’s teaching philosophy, goals, strategies, successes, innovations, etc.
- Evidence of significant efforts to improve one’s teaching effectiveness (teaching is a learnable skill), and evidence that the faculty member has addressed potential problem areas indicated by the evaluations. For example, the use of student evaluations, annual evaluation, or peer reviews assessments (such as those offered by the Teaching and Learning Center).
- Evidence of advising and mentoring, covering a broad range from advising undergraduate students on research, curriculum, career choice, community service learning, to advising graduate students on research and other issues.
- Documentation of teaching in lower division, as well as in upper division and graduate courses, as appropriate.
- Evidence of revised courses and contributions to departmental curriculum development and revision.

The dossier must be supplemented by additional evidence of a strong commitment to teaching excellence, as deemed appropriate by the faculty member. Relevant items may include evidence of:

- Attendance at teaching workshop, local, regional, or national (e.g., those offered by the Teaching and Learning Center).
- Teaching awards or other teaching-related honors, including for example Teaching Fellowships or Teaching and Technology Initiative Fellowships.
- Peer reviews of teaching.
- Continual dialogue and interaction with the students throughout a semester (with E-mails, newsgroups, and Web pages being valid mechanisms for such interactions).
• Journal or conference articles addressing questions of pedagogy.

• Classroom materials developed by the faculty member which were adopted by other faculty at FSU or elsewhere.

• Development of new courses, new classroom or lab material, and the creation of textbooks designed for classroom use.

• Innovative or novel approaches to standard classroom material, and incorporation of new technologies in the classroom.

• Service on various examining committees, such as master’s comprehensive exam or oral defense.

Scholarly Activities and Research Performance

A distinguished scholarly and research program improves the quality of both the graduate and undergraduate program. Excellent scholarship and research also brings recognition to the Department and the University and enhances its ability to attract good students, outstanding faculty and research funding, which in turn supports the overall educational mission of the College.

• Faculty members are expected to engage in active research, which include the creation, evaluation, dissemination and application of knowledge. Research productivity is typically measured by the publication of articles in archival journals, conference proceedings, books, invited lectures, patents, original software, individual and block grants, research awards and honors.

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Service Performance

Service is recognized as an important obligation for all faculty members. It includes service to the department, to the College and the University, as well as to the profession and the public.
• **Service to the University** -- Faculty are expected to serve their Department, the College, and the University in a variety of ways, including in the recruitment of students, participation in curriculum reform, in administrative tasks, committee memberships, hosting of parents, visitors, invited speakers, etc.

• **The Practice of One’s Profession** -- Faculty are expected to participate in service to professional societies, including committee work, organization of professional meetings, serving as editors or reviewer for journals and conferences, advising government agencies, consulting related to one's field, etc.

• **Leadership, Citizenship, and Mentoring** -- Faculty are expected to demonstrate initiative in starting new educational or research facilities or centers; proposing and implementing novel means of improving the department, the College, and the University; improving the culture and advancing the goals of the College; and generally serving as a role model and a mentor to students and to colleagues.

• **Public Service** -- Faculty are encourage to actively provide their expertise to educate the public on scientific and psychological issues, speak the psychology profession, render technical community service, or participate as an expert in the development of public policy, and generally serve the public well-being through service contributions.