

PSYCHOLOGY DISCIPLINE PROFILE

For tenure and promotion to Level A (Associate Lecturer) Level B (Lecturer), Level C (Senior Lecturer) and Level D (Associate Professor)

QUALIFICATIONS

All academic staff in psychology at the level of lecturer and above are expected to hold the degree of PhD, except possibly in the case of staff at lecturer level who are teaching in an area of professional psychology (for example, clinical psychology or neuropsychology), where professional postgraduate qualifications and/or employment and wide experience in the profession may be deemed essential qualifications.

RESEARCH

Academic staff at all levels are expected to be engaged in research and scholarly activity beyond teaching. Research in psychology can be basic or applied, and can be empirical or theoretical; it includes laboratory experimentation with human or animal subjects, surveys, case studies including clinical case studies, qualitative research, and methodological, historical or metapsychological research. It may be collaborative, or it may be carried out by a person working alone; both ways of doing research are common in psychology.

A Level A academic (Associate Lecturer) is expected to be engaged actively in research or scholarly activity other than teaching, either as part of a PhD or at a post doctoral level. Evidence of current research and scholarly activity and potential for continued future research and scholarly activity is required for tenure, which may be demonstrated, for example, through the completion of a PhD or concrete progress on the PhD together with at least one publication. As a minimum for promotion to Level B (Lecturer), a Level A academic would require a PhD and some evidence of recognition for research in the wider community; it is expected that promotion to Level C (Senior Lecturer) would involve an applicant being known nationally on the basis of his or her research record; promotion to Level D (Associate Professor) would involve some degree of international recognition.

PUBLICATIONS

In psychology, research findings are disseminated through publications (papers in refereed journals, book chapters, and books) and conference presentations. All academic staff are expected to publish. Rate of publication depends to some extent upon research area and type of research. Journals vary in terms of quality, with publications in certain journals demonstrating greater academic merit, an issue that should be taken into account in deliberations. Joint authorship of papers is common in psychology. Published journal papers in psychology tend to be longer than in some other disciplines and may be ten to twenty pages in length.

Tenure as a Level A academic would require the completion of a PhD or concrete progress on a PhD together with at least one publication, and an expectation that the publication rate would increase in future. Promotion from Level A to Level B (Lecturer) would require the completion of a PhD and publications arising from the PhD or other research. It is expected that promotion to a Level C (Senior Lecturer) would be based on consistent publications in refereed journals since appointment or the previous promotion, and evidence of likelihood of continued research activity of at least 2 publications per year. Promotion to Lecturer Level D (Associate Professor) would be considered where an applicant has, since their previous promotion or appointment, published approximately 2 papers per year in refereed journals, with an expectation that once promoted their research productivity would increase. It is expected that applicants would be the senior author on a substantial proportion of their publications (note that not all forms of publication in psychology indicate seniority of authorship by order of authorship). Occasional publication of books or other research monographs may be taken into consideration at all levels.

RESEARCH GRANTS

There are some types of research in psychology - theoretical research, for example, or the writing of research monographs - which can be effectively pursued without the need for research funding, but almost all psychological research is of a kind that benefits from such funding, and applications for research grants are therefore expected from all staff. A wide variety of organisations fund research in psychology: ARC, NH&MRC, Department of Education, Health Commission, DEET, Worksafe Australia, Area Health Services, and others.

It is not expected that Level A academics actively seek research funding, although their involvement in other research programs may be warranted. Evidence of an awareness of funding mechanisms and a capacity to seek funding will assist in making a case for promotion to Level B (Lecturer). Lecturers are expected to be seeking research funding, possibly through MURG or the ARC Large and Small Grants scheme. Although not an essential requirement successful competition for external research funding is a distinct advantage in promotion to Level C (Senior Lecturer). It is expected that Level C academics (Senior Lecturers) attain external research funding, and it is expected that promotion to Level D (Associate Professor) will normally be based on a consistent record of substantive external funding.

TEACHING

All staff are expected to be conscientious and effective teachers and to carry a full teaching load: in the psychology discipline at Macquarie, the expected teaching load is the same for Lecturers, Senior Lecturers and Associate Professors. Teaching in the undergraduate program involves both small-group teaching and lecturing; teaching in the postgraduate programs mainly involves small groups; and there is always a substantial number of honours students (more than 30 per year) and postgraduate research students (currently more than 50) who require supervision. In addition, all students undertaking postgraduate professional training courses are required to complete a supervised empirical project which is externally examined.

Supervision of these projects is most commonly carried out by staff associated with the relevant professional training course.

Although Level A lecturers do not have primary responsibility for chairing large courses, they must demonstrate a high level of teaching competence in their role before tenure or promotion to Level B can be considered. Large courses at undergraduate level can be chaired by staff at Level B and above. Application for promotion to Level C (Senior Lecturer) should be based on sufficient evidence of having chaired courses to indicate a capacity for substantive contribution to teaching. Level C lecturers seeking promotion to (Level D) should be regarded by their peers and students as particularly good teachers and should have contributed significantly to the development of the teaching programs in their areas - for example, by introducing new topics or courses, by modifications of existing courses, or by improvements in teaching methods, teaching materials or assessment procedures. They should also have demonstrated evidence of their capacity to contribute to teaching at a broader level - for example, by overseeing whole programs of study such as a large First Year program, the Honours program, coursework masters degrees or the PhD program.

RESEARCH SUPERVISION

Level A applicants applying for promotion must be able to show potential to supervise Honours research. Level B lecturers should be active Honours supervisors and should be playing some role in postgraduate supervision. Applicants for promotion to Level C (Senior Lecturer) should have a history of successful supervision at the honours level, with some involvement in PhD and masters postgraduate research supervision (in the case of the professional courses, project supervision would be relevant here). In applying for promotion to Level D (Associate Professor) a record of successful supervision of PhDs would be considered relevant.

ADMINISTRATION

Psychology is a diverse and substantive discipline and hence the administrative load is large. Staff at Lecturer, Senior Lecturer and Associate Professor level (Levels B, C and D) are all expected to contribute to this work. Level B lecturers are expected to contribute to at least some discipline committees, and evidence of this contribution would assist in applying for promotion to Level C (Senior Lecturer). Senior Lecturers would be expected to contribute to the work of at least one School or University committee, and hence promotion to Associate Professor (Level D) would be assisted by evidence of a contribution to administration at the university level. The Head of Discipline has often been an Associate Professor, and, evidence through previous administration, of the capacity to participate actively in School and University administration would be an advantage in applying for promotion to Associate Professor.

COMMUNITY SERVICE

In keeping with the Mission Statement of the University, academic staff in psychology are expected to contribute to the community on the basis of their field of expertise, for example through services to secondary education,

membership of boards or governing bodies of public institutions, in-service training for public service departments or community services, and comments to the media on topics of community interest, as well as consultancies with hospitals, clinics, and government departments. Academic staff are also expected to be involved in development of the discipline through active membership of appropriate professional associations.

Lecturers would be expected to be involved in the dissemination of information to the community through lectures and media communications, and to be an active member of a professional association. Promotion from Level B to Level C academic (to Senior Lecturer) would be assisted through evidence of community dissemination of information over an extended period. Level C (Senior Lecturers) are expected to be involved in the examination of higher degree theses, refereeing articles for learned journals, and in contributions to the administration of at least one of the professional bodies related to the discipline. Evidence of a consistent record of thesis examination, refereeing, and administration of professional bodies will assist in applying for promotion to Level D (Associate Professors), as will any other evidence of a substantive contribution to the advancement of the science or profession of psychology in the wider community.

SPECIAL FEATURES OF THE DISCIPLINE

Because of the diversity of the discipline, both in terms of its teaching and its research, no single profile accurately fits all members of staff. All staff members are expected to make clear research, teaching and administrative contributions, but the relative amounts of these contributions varies considerably according to the academic interests of the staff member. Staff concerned with the postgraduate professional training courses have, of necessity, a greater involvement in such activities as the maintenance of contact with professional agencies outside the University, and the organisation of professional work placements for students. Furthermore, for such staff continuous exposure to professional activities outside the University, such as clinical work, enhances their teaching within the University. Activities of these kinds can affect the research and teaching components of a staff member's work in various ways.

The psychology discipline also regards it as an important contribution to knowledge that some staff members collaborate with, and support the research of, colleagues both within and outside the discipline by offering expertise in research design and statistical analysis and through collaborative interdisciplinary research. Since evidence of such activities is not always recognised in the form of authorship on published papers, documentary evidence of such contributions should be taken into account in relation to decisions about promotions. Difficulties of carrying out interdisciplinary research, and the varied expectations and requirements of such research should be considered in evaluating the collaborative research contribution of a psychologist applying for promotion. In judging publications at every level, the quality of the journals should be considered.

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