

**Psychology Department**  
**Reappointment, Tenure, and Promotion Criteria**

August 25, 2010

First reading Present: Olson, Brassington, Hess, Callahan, Naumann, McCabe, Smith, Gomes,  
Velasquez

Vote present: Hess, Olson, Warmoth, Naumann, McCabe, Smith, Gomes, Velasquez  
6 approved, 2 abstained

Revisions: 9 approved, 1 opposed

The department faculty members are very diverse in their strengths and represent a wide range of professional topics, theoretical approaches and research methods within the field of psychology. These criteria are intended to support the unique talents and achievements of each individual faculty member. This document will guide the decision making process when evaluating candidates for reappointment, tenure and promotion (RTP) in the Psychology Department. All statements in this document are intended to be consistent with and in no way supersede any policies or criteria established by Sonoma State University.

For procedures related to the submission of materials and review schedules, candidates should consult current University RTP policy and deadlines. Candidates should expect to work closely with the Department RTP Committee as the committee shapes the candidate's document and offers important evaluative feedback.

Teaching effectiveness will be given greater weight than scholarship, university service, and community service, consistent with University policy and guidelines. In all areas, faculty should maintain professional currency, develop new skills and demonstrate professional involvement. Because of the Department's emphasis on student-centered learning, the Department especially values scholarship and professional activities that involve students as active participants.

For each evaluation cycle, the candidate should submit all university-required documents for that particular evaluation year to the Department RTP Committee. Candidates also should submit a professional activities portfolio that contains an updated summary (and any clarifying documents deemed appropriate) about their research and service. This portfolio should include copies of publications, presentations, abstracts and other examples of scholarship cited by the candidate. It should be clearly stated if a work is in progress, has been submitted, has been accepted, is in press, or has been published or issued. The candidate also should include all appropriate evidence needed to substantiate community service. For university service, candidates should indicate whether they were invited, elected or applied for the position and the approximate amount of time and effort that the service required. Finally, candidates should discuss how their scholarship and professional activities contribute to the Department's mission and goals. Candidates also should indicate the relevance and importance of their work to their professional area of expertise. These materials can be digital or paper.

The Department also encourages candidates to submit an updated teaching portfolio that contains any additional relevant information including syllabi/assignments, evidence of teaching effectiveness, assessment of student learning and related professional development. The Department RTP committee encourages candidates to list and describe each course taught, the teaching strategies that they use, and how these courses meet Department curricular goals and objectives.

The Department RTP Committee expects that upon receiving critical feedback,

candidates will show in subsequent RTP evaluation cycles that they have undertaken action to remedy any shortfall.

### **Teaching Effectiveness**

The Department expects faculty members to teach a wide spectrum of undergraduate courses to meet the needs of the Department including core major courses, elective courses and general education courses. When assessing the strength of the candidate's teaching, the Department RTP Committee will consider multiple measures of teaching effectiveness. Evidence may include, but is not limited to, 1) quantitative and qualitative student evaluations of teaching, 2) peer evaluations of teaching, 3) attending professional development activities devoted to increasing teaching effectiveness such as conferences, seminars or campus workshops, 4) review of syllabi and assignments or 5) learning outcomes assessments. The candidate also may submit evidence of other teaching related activities including 1) development of new class materials, courses or curricula, 2) the implementation and assessment of teaching innovations, 3) honors or awards earned, 4) instructional grants or 5) continuing education designed to increase professional expertise.

Student evaluations from two and only two undergraduate courses will be utilized for each evaluation cycle. The Department RTP committee expects candidate to include all the quantitative and qualitative student evaluations associated with the two chosen courses in his or her teaching portfolio. **For each evaluation cycle, there also should be two peer observations that cover two undergraduate courses. The evaluated courses should not be the same course taught in different semesters, but two distinct courses.**

The Department RTP Committee will gather and evaluate student evaluations, peer observation letters and other available evaluative data, to evaluate or ascertain the degree to which the candidate has met the following criteria:

- demonstrates competence and currency in course material
- demonstrates multi-cultural competence
- presents material clearly by using teaching strategies appropriate for students and course content
- shows alignment of stated course objectives with effective assessments (i.e. assignments, exams, projects)
- employs strategies that actively engage students in learning
- displays enthusiasm for teaching
- fosters appreciation for different points of view and backgrounds
- consults and advises effectively outside of class

The document should indicate ways in which the candidate is addressing peer recommendations and student feedback and should show improvement over time for any areas of concern identified by the committee. show improvement over time. Finally, part of teaching effectiveness is maintaining currency in one's area of expertise. Therefore, it is important and appropriate to include 1) any continuing education required for licensure and 2) paid professional service, such as a private therapy practice or paid professional consulting, under this category.

### **Scholarship, Research, and Creative Achievements**

Academic scholarship and creative activity represent a faculty member's degree of expertise and intellectual engagement. The Department RTP Committee will evaluate submitted

documents according to these criteria:

- requires a high level of discipline-related expertise;
- demonstrates innovation or originality;
- contributes to the discipline;
- demonstrates intellectual rigor;
- is documented and accessible to others for review and critique.

The primary category of psychological scholarship includes original publications. The committee recognizes that the most prestigious publications are articles and reports published in peer reviewed academic journals, and will note this information in the document. Besides peer-reviewed publications, original publications can include

- Scholarly or teaching related textbook publications;
- Chapter or a case in a scholarly book or teaching related textbook;
- Research monograph;
- Principal investigator on research grants from external agencies with a white paper or research report disseminated by the sponsoring agency.

A second category of scholarship includes publications in proceedings of national or regional academic conferences; presentations of papers and posters at academic conferences; organization and chairing of symposia and panels at professional conferences; and discipline-related workshops. This category also can include 1) any invited talks for conferences or other university colloquia, 2) successful internal funding and 3) honors and awards earned. Presentation criteria for conferences and workshops within psychology vary widely. RTP candidates should make clear when they were invited by the conference/workshop organizers to present, when they competed with other applicants to present or participate, and when there were no such requirements.

Scholarship can include psychological theory and research relevant to service learning projects, community based programs and teaching practices and can cross and integrate different academic areas. Publications and presentations related to these areas may include program evaluations, effectiveness of students' learning and, impact on the community. Works that are published or accepted for publication carry greater evaluative weight than works in progress or works submitted for publication.

To assist in the evaluation of the candidate's scholarship and creative activity before promotion, the Department RTP Committee recommends that the candidate provide at least two letters from professionals outside the university describing and evaluating the candidate's professional work. The Department RTP Committee shall consider the quality, as well as the quantity of the scholarly activity in its evaluation.

The Department recommends that, on average, a candidate show evidence for at least two scholarly products a year. For promotion from assistant to associate, the Department expects at least one published peer-reviewed journal article (or equivalent). For promotion from associate to full, the Department expects at least one additional published peer-reviewed journal article (or equivalent).

### **Service to the University**

In addition to the criteria listed in the university wide document under service to the University, the Department requires that each permanent faculty member participate fully in the

work of the Department. This can be accomplished by serving on Departmental committees, serving as a committee chair, program coordinator or Department chair; being responsible for Departmental equipment, coordinating Departmental activities, student advising and writing necessary Department reviews, memos and policies.

In their first year of service new faculty members are not expected to share fully in committee work, but they are expected to have a strong record of full participation in university service by the time they apply for tenure and/or promotion. New faculty members are expected to participate fully in student advising by their second semester. Tenure-track and tenured faculty members are expected to attend Department and University events including, but not limited to, Department meetings, convocations, commencement exercises, school meetings, university-wide faculty development days and various student events.

The Department RTP Committee will consider the quality, as well as the quantity, of university service (for example, considering whether a candidate took on a leadership role for a university, school or departmental committee). The candidate is expected to disclose any release time received for university service work.

### **Community Service**

Public and community service may vary from the local community to larger state, national or world communities. "Local community" may be the community of residence as well as the Rohnert Park and Cotati community. Services outside the campus community can take many forms, but the Department RTP Committee will attach greater value to activities that utilize the candidates' special training or skills, have educational value and enhance the reputation of the Department or University.

Examples of relevant community service include:

- reviews of scholarly materials (e.g., journal articles, books, grants, conference submissions);
- publications in local newspapers or trade magazines;
- contributions to professional organizations;
- editorial services for an academic journal;
- officer of regional or national academic/professional organization;
- board member for an external profit, nonprofit, or governmental organization;
- pro bono or reduced rate consulting, coaching or other professional work;
- speaker to a community or a professional association;
- committee or task force work member for an academic or professional association.

The Department RTP Committee expects candidates to disclose any financial remuneration that they receive for their services.