

College of Natural and Behavioral Sciences
Department of Psychology
Definitions of Teaching, Scholarship, and Service.
Current Date September 28, 2022

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

The departmental definitions of teaching, scholarship, and service are given below.

TEACHING

We define teaching as a cluster of activities including effective teaching inside the classroom, mentorship of students, working with students, and involvement in teaching-related organizations. Effective teaching inside the classroom indicated by acceptable PTE scores (given the types of students and courses taught) is paramount. Indicators of effective teaching include:

- teaching traditional face-to-face, hybrid, or online courses consistent with one's expertise, using up to-date materials and acceptable pedagogical approaches, and showing concern and interest for student learning
- PTE scores that consistently have at least 80% of the ratings in the "Strongly Agree" and "Agree" categories combined, assuming sufficient response rate (i.e., above 50%) and considering the type of course being taught, given that STEM-type courses (e.g., biopsychology, cognitive psychology, methods, statistics) may yield lower ratings than other survey courses.
- awards or grants related to teaching
- teaching courses that serve the needs of the department in terms of days and times, in terms of areas of expertise, or in terms of benefits to majors
- evidence of mentorship of students, including, but not limited to: student testimonials, participation in campus mentoring programs, placement of students into graduate programs, co-authorship of students on presentations at conferences, co-authorship of students on publications in peer-reviewed publications, co-authorship of students on extramural grants, advising student clubs and organizations that involve opportunities for student mentorship
- evidence of time spent outside of class and outside of office hours working with students
- involvement in teaching-related organizations at the local, national, or international level
- use of pedagogical approaches that are consistent with the material being taught and with the intent and purpose of the courses
- positive letters from students that attesting to teaching or mentoring skills

- effective demonstration of in-class teaching skills through observation (directly or indirectly through video) by a faculty member or review committee member

The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

SCHOLARSHIP

In developing its criteria for scholarship, the psychology department first will give its views on the general nature of scholarship. We define scholarship as the active commitment to learning and exploring ideas over and above that necessary to maintain one's general competence as a teacher. Scholars are individuals who are actively interested in the exploration and creation of knowledge and use their scholarship to enhance their teaching.

With this general definition in mind the department distinguishes between the processes of scholarship and the products of scholarship. The processes of scholarship include exploring new material, thinking about and discussing ideas, writing, engaging in research, and engaging in other learning activities. Specific examples of the processes of scholarship include: attending workshops, seminars, and conferences; systematic library research; writing manuscripts; organizing a research team; sponsoring undergraduate or graduate research; conducting research; having scholarly discussions with colleagues; and participating in organizations which promote scholarly thought.

The products of scholarship include, but are not limited to:

- Publication of books by reputable and recognized publishers
- Peer reviewed articles in professional journals
- Presentation of addresses and talks, papers, and other presentations at professional conferences
- Presentation or publication of undergraduate or graduate research sponsored by the faculty member
- Development and production of innovative training programs or intervention techniques
- Attainment of a research grant
- Development of or contributions to informational brochures or other public educational materials that emanate out of research endeavors with regard to the individual's specialty or area of interest
- Publication of case reports or clinical reviews

Additional items can be considered the products of scholarship with prior mutual consent of the department and a faculty member.

In general, the psychology department values both evidence of engagement in the processes of

scholarship and the products of scholarship in assessing the scholarly activities of its members. Clearly defined products of scholarship, such as published books and peer-reviewed articles, are ipso facto evidence of an engagement in the processes of scholarship, and are therefore highly valued. When there is no such clear product it is incumbent on the faculty member to provide demonstrable evidence of his or her engagement in the processes of scholarship. The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

SERVICE

We define service as a demonstrated commitment to the University community that includes:

- Service at the University, CSU, and community levels
- Participation in service-related programs
- Time spent on service assignments
- Involvement in service in the Department
- Involvement in service activities within scholarly organizations
- Participation in the advancement of professional education
- Development of or contributions to administration (supervision) of a clinical service or healthcare facility
- Development of or contributions to quality improvement programs or informational systems
- Participation in the advancement of University professional practice programs

Development of or contributions to community outreach or informational programs

College of Natural and Behavioral Sciences
Department of Psychology
Standards for Reappointment.
Current Date September 28, 2022

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The standards for satisfactory progress in teaching, scholarship, and research are described below.

TEACHING

Satisfactory progress in teaching is the standard for reappointment. In general, satisfactory performance is performance that is defined as following:

Satisfactory performance in teaching can be met by achieving at least 3 of the criteria listed below; additionally, effective teaching inside the classroom indicated by acceptable PTE scores (given the types of students and courses taught) is required.

- teaching traditional face-to-face, hybrid, or online courses consistent with one's expertise, using up-to-date materials and acceptable pedagogical approaches, and showing concern and interest for student learning
- PTE scores that consistently have at least 80% of the ratings in the "Strongly Agree" and "Agree" categories combined, assuming sufficient response rate (i.e., above 50%) and considering the type of course being taught, given that STEM-type courses (e.g., biopsychology, cognitive psychology, methods, statistics) may yield lower ratings than other survey courses.
- teaching courses that serve the needs of the department in terms of days and times, in terms of areas of expertise, or in terms of benefits to majors
- evidence of mentorship of students, including: student testimonials, participation in campus mentoring programs, placement of students into graduate programs, co-authorship of students on presentations at conferences, co-authorship of students on publications in peer-reviewed publications, co-authorship of students on extramural grants, etc.
- evidence of time spent outside of class and outside of office hours working with students
- involvement in teaching-related organizations at the local, national, or international level
- use of pedagogical approaches that are consistent with the material being taught and with the intent and purpose of the courses
- positive letters from students that attesting to teaching or mentoring skills

- effective demonstration of in-class teaching skills through observation (directly or indirectly through video) by a faculty member or review committee member

The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

SCHOLARSHIP

Satisfactory progress in scholarship is the standard for reappointment. In general, satisfactory performance is performance that is defined as following:

Satisfactory performance in scholarship can be met by pursuing and/or achieving the criteria listed below in order to be awarded tenure; additionally, maintaining an active research program that involves students is required. Criteria include:

- publications in peer-reviewed empirical journals
- intramural or extramural research grants awarded or that have received favorable, fundable reviews from funding agencies
- evidence of a significant impact in one's field, including citation counts, presenting work at scholarly meetings, letters from others in one's specialty area, etc.
- publication of a scholarly book or book chapter by a reputable and recognized publisher
- awards related to research
- The product of applied work and/or consultation [e.g., treatment manual, evaluation report, films/videos]

By the end of the third year of performance, at least one of these criteria must be achieved. By the end of the fifth year of performance, at least two of these criteria must be achieved.

Additional items can be considered the products of scholarship with prior mutual consent of the department and a faculty member.

The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

SERVICE

Satisfactory performance in service can be met by pursuing the criteria listed below in order to be awarded tenure; demonstrated commitment to the University community is required.

Further, satisfactory performance requires at least two of these criteria be achieved each year.

- effective service in a University-level, CSU-level, or community-based service assignment
- participation in service-related programs (e.g., training programs)
- awards related to service
- significant time spent working on service assignments
- effective service in the department
- involvement in scholarly organizations at the local, national, or international level

College of Natural and Behavioral Sciences
Department of Psychology
Standards for Tenure.
Current Date September 28, 2022

STANDARDS FOR TENURE

INTRODUCTION

The standards for tenure in teaching, scholarship, and service are stated below.

TEACHING

Continued satisfactory progress in teaching during the probationary period is the standard for tenure. In general, satisfactory performance is performance that is defined as following:

Satisfactory performance in teaching can be met by achieving at least 3 of the criteria listed below. Additionally: 1) effective teaching inside the classroom indicated by acceptable PTE scores (given the types of students and courses taught) is required. By the fifth year of performance, PTE scores that consistently have at least 80% of the ratings in the "Strongly Agree" and "Agree" categories combined (assuming sufficient response rate, i.e., above 50%) are required; and 2) effective demonstration of in-class teaching skills through observation (directly or indirectly through video) by a faculty member or review committee member. (This is required at least two times over the first five years of performance.)

- teaching traditional face-to-face, hybrid, or online courses consistent with one's expertise, using up-to-date materials and acceptable pedagogical approaches, and showing concern and interest for student learning
- teaching courses that serve the needs of the department in terms of days and times, in terms of areas of expertise, or in terms of benefits to majors
- evidence of mentorship of students, including: student testimonials, participation in campus mentoring programs, placement of students into graduate programs, co-authorship of students on presentations at conferences, co-authorship of students on publications in peer-reviewed publications, co-authorship of students on extramural grants, etc.
- evidence of time spent outside of class and outside of office hours working with students
- significant involvement in teaching-related organizations at the local, national, or international level
- use of pedagogical approaches that are consistent with the material being taught and with the intent and purpose of the courses
- positive letters from students attesting to teaching or mentoring skills

The quality and professional significance of the evidence presented will be assessed by members

of the Department RTP committee.

SCHOLARSHIP

Continued satisfactory progress in scholarship during the probationary period is the standard for tenure. In general, satisfactory performance is performance that is defined as following:

Satisfactory performance in scholarship can be met by having at least 3 publications in peer-reviewed empirical journals or a combination of the criteria below that is equivalent in effort and substantive contribution (and must include at least two publications in a peer-reviewed journal); Maintaining an active research program that involves students also is required.

- A first authored or co-authored publication in a peer-reviewed empirical journal (equivalent to one publication)
- An intramural or extramural research grants of over \$100,000 (equivalent to one publication)
- Publication of a scholarly book or book chapter by a reputable and recognized publisher (authoring a book is equivalent to three publications, authoring a book chapter is equivalent to one publication)
- Presentation of addresses and talks, papers and other presentations at professional and scholarly conferences (6 presentations is equivalent to one publication)
- The product of applied work and/or consultation [e.g., treatment manual, evaluation report, films/videos] (equivalent to one publication)
- Professional or scholarly awards related to research (equivalent to one publication)

A scholarly book published by a university press or equivalent is equivalent to three publications.

Additional items can be considered the products of scholarship with prior mutual consent of the department and a faculty member.

SERVICE

Continued satisfactory progress in scholarship during the probationary period is the standard for tenure. In general, satisfactory performance is performance that is defined as following:

Satisfactory performance in service can be met by achieving the criteria listed below at least 10 times (i.e., two achievements per probationary year); additionally, demonstrated commitment to the University community is required. Further, at least two service activities must be at the college and/or University level during the first five years of performance.

- effective service in a University-level service assignment,
- effective service in a CSU-level service assignment,
- effective service in a community-based service assignment
- participation in service-related programs (e.g., training programs)
- awards related to service
- significant time spent working on service assignments
- effective service in the department
- involvement in scholarly organizations at the local, national, or international level

College of Natural and Behavioral Sciences
Department of Psychology
Standards for Promotion to Associate or Full Professor.
Current Date September 28, 2022

STANDARDS FOR PROMOTION TO ASSOCIATE OR FULL PROFESSOR

INTRODUCTION

The standards for promotion to full professor in teaching, scholarship, and research are described below.

TEACHING

Maintaining satisfactory performance in teaching is the standard for promotion to full professor. In general, satisfactory performance is performance that is defined as meeting ALL three of the following criteria:

- Teaching face-to-face, hybrid, or online courses consistent with one's expertise, using up-to-date materials and acceptable pedagogical approaches, and showing concern and interest for student learning.
- Teaching courses that serve the needs of the department in terms of days and times, in terms of areas of expertise, or in terms of benefits to majors.
- Using pedagogical approaches that are consistent with the material being taught and with the intent and purpose of the courses

Further evidence of satisfactory performance in teaching can be shown through the items listed below.

- PTE scores that consistently have at least 80% of the ratings in the "Strongly Agree" and "Agree" categories combined, assuming sufficient response rate (i.e., above 50%) and considering the type of course being taught, given that STEM-type courses (e.g., biopsychology, cognitive psychology, methods, statistics) may yield lower ratings than other survey courses.
- Evidence of mentorship of students, including: student testimonials, participation in campus mentoring programs, placement of students into graduate programs, co-authorship of students on presentations at conferences, co-authorship of students on publications in peer-reviewed publications, co-authorship of students on extramural grants, etc.
- Evidence of time spent outside of class and outside of office hours working with students
- Involvement in teaching-related organizations at the local, national or international level
- Positive letters from students that attesting to teaching or mentoring skills
- Effective demonstration of in-class teaching skills through observation (directly or indirectly through video) by a faculty member or review committee member

The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

STANDARDS FOR PROMOTION TO ASSOCIATE OR FULL PROFESSOR

SCHOLARSHIP

Maintaining satisfactory progress in scholarship is the standard for promotion to full professor. In general, satisfactory performance is performance that is defined below:

From the time tenure is granted (or from time of hire if hired with tenure), a minimum of one publication in a peer-reviewed empirical journal is required and maintaining an active research program that involves students is required. In addition, at least two of the criteria listed below must be achieved.

- Intramural or extramural research grant awarded or that has received favorable reviews from funding agencies
- Evidence of a significant impact in one's field, including citation counts, presenting work at scholarly meetings, letters from others in one's specialty area, etc.
- Presentation or publication of undergraduate or graduate research sponsored by the faculty member
- Publication of a scholarly book or book chapter by a reputable and recognized publisher
- Publication of case reports or clinical reviews
- Award/s related to research
- The product of applied work and/or consultation [e.g., treatment manual, evaluation report, films/videos]
- Chairing theses for psychology students or being a committee member for thesis committees from any discipline

Additional items can be considered the products of scholarship with prior mutual consent of the Department and the faculty member.

***The scholarship criteria can be fully met with three publications in peer-reviewed empirical journals.**

The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

STANDARDS FOR PROMOTION TO ASSOCIATE OR FULL PROFESSOR

SERVICE

Maintaining satisfactory progress in service is the standard for promotion to full professor. In general, satisfactory performance is performance that is defined as following:

From the time tenure is granted (or from time of hire if hired with tenure), effective service in the home department is required. Further, satisfactory performance demonstrating commitment to the university requires at least two of the criteria below be achieved each year from the time that tenure is granted (or from time of hire if hired with tenure).

- Effective service in a University-level, CSU-level, or community-based service assignment
- Participation in service-related programs (e.g., training programs)
- Award/s related to service
- Effective service in the college
- Involvement in scholarly organizations at the local, national or international level
- Participation in the advancement of professional education
- Development of or contributions to administration (supervision) of a clinical service or healthcare facility
- Development of or contributions to quality improvement programs or informational systems
- Participation in the advancement of University professional practice programs
- Development of or contributions to community outreach or informational programs

Additional items can be considered the products of service with prior mutual consent of the Department and the faculty member.

The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

College of Natural and Behavioral Sciences
Department of Psychology
Standards for Early Promotion and/or Tenure.
Current Date September 28, 2022

STANDARDS FOR EARLY PROMOTION AND/OR TENURE

INTRODUCTION

“Unusually meritorious” performance is required for early tenure and/or promotion (to both Associate and Full Professor). “Unusually meritorious” performance is characterized as truly outstanding performance—above and beyond the call of duty in the sense that it is exceptional and, hence, rare.

If a faculty is granted early tenure and/or promotion to associate professor, he or she may still be considered for early promotion to full professor. However, the individual must again meet the standards. Thus, accomplishments made to meet the criteria for early tenure and promotion to associate professor will not count toward early promotion to full professor.

TEACHING

“Unusually meritorious” performance in teaching can be met by achieving some combination of the criteria listed below; however, effective teaching inside the classroom indicated by exceptionally high PTE scores (given the types of students and courses taught) is paramount.

- development of new certificate or degree programs
- PTE scores that consistently have 90-100% of the ratings in the “Strongly Agree” or “Agree” categories, assuming sufficient response rate (i.e., above 50%) and considering the type of course being taught, given that STEM-type courses (e.g., biopsychology, cognitive psychology, methods, statistics) may yield lower ratings than other survey courses.
- awards or grants related to teaching
- evidence of exceptional mentorship of students, including: placement into top-20 graduate programs, co-authorship on presentations at national and international conferences, co-authorship on publications in peer-reviewed publications, co-authorship on extramural grants, etc.
- evidence of significant time spent outside of class and outside of office hours working with students
- involvement, beyond mere membership, in teaching-related organizations at the national or international level
- development or implementation of cutting-edge teaching-related techniques or methodologies
- letters from students that attest to unusually strong teaching or mentoring skills
- other evidence of truly outstanding teaching

SCHOLARSHIP

“Unusually meritorious” performance in research can be met by achieving some combination of the criteria listed below; however, maintaining an active research program is required.

- publication quantity: more than 3 first or second author publications in peer-reviewed empirical journals.
- publication quality: first or second author publications in the top journals in psychology.
- grant quality: extramural grants from highly competitive funding agencies (e.g., NIH)
- grant amount: large extramural grants (> \$100,000)
- evidence of a large impact in one’s field, including citation counts that are higher than the

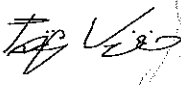
department average, invitations to present work at scholarly meetings, letters from leaders in one's specialty area, etc.

- publication of a scholarly book or book chapter with demonstrated impact upon the field
- publication of a scholarly book or book chapter published by a preeminent publisher within the academic community
- awards related to research
- other evidence of truly outstanding scholarship

SERVICE

"Unusually meritorious" performance in service can be met by achieving some combination of the criteria listed below; however, demonstrated commitment and a high level of quality of service to the University community are required.

- effective service in a leadership position in a University-level, CSU-level, or community-based service assignment
- development and implementation of new service-related programs (e.g., training programs)
- awards related to service
- effective service in a leadership position within a department or program as Department Chairperson or Coordinator of the program
- evidence of development or implementation of cutting-edge service-related techniques, methodologies or programs
- involvement, beyond mere membership, in scholarly organizations at the national or international level
- service assignments that require extra time or effort beyond one's regularly expected service commitment
- other evidence of truly outstanding service



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Department Approval



9/22/22

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Provost Approval