

COLLEGE OF NATURAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF _____ PSYCHOLOGY _____
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE
March 2013

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%)
- 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.

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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, and
- 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, and
- 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

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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, and
- Development of or contributions to community outreach or informational programs.

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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 70% of the ratings in the "Strongly Agree" and "Agree" categories combined (assuming sufficient response rate, i.e., above 50%)
- 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

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STANDARDS FOR REAPPOINTMENT

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

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.

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STANDARDS FOR REAPPOINTMENT

- 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

STANDARDS FOR TENURE

INTRODUCTION

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

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STANDARDS FOR TENURE

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 that attesting to teaching or mentoring skills

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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.

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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:

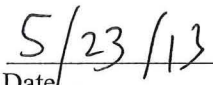
Satisfactory performance in service can be met by achieving the criteria listed below at least 10 times (i.e., two achievements per probationary year); additionally, demonstrated commitment to the University community is required. Further, at least two service activities must be at the college and/or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


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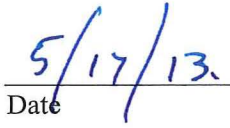
Department Chair



Date



Dean



Date



Provost and Vice President of Academic Affairs



Date