PSYCHOLOGY DEPARTMENT
CRITERIA FOR RETENTION, TENURE, AND PROMOTION

The University identifies three general areas in which performance standards must be met in order to qualify for retention, tenure, and promotion to Associate Professor and Full Professor. These areas are: (a) Teaching Effectiveness, (b) Professional Achievement and Growth, and (c) Contributions to Campus and Community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria. Within each area, we look for consistency in performance, development, and innovation. Our evaluation also incorporates aspects of collegial responsibilities and candidates’ fit with the department’s needs and future plans. Activities while in the current rank are of primary relevance to promotion considerations. Standards and criteria will be appropriate to the level being sought, as described in this document. It is expected that department standards for promotion to Full Professor will be higher than those for promotion to Associate Professor, and that only achievements while in rank as Associate Professor will be used in seeking promotion to Full Professor.

San Francisco State University’s Retention, Tenure, and Promotion Policy (Academic Senate Policy F06-241) States:

*It is the responsibility of the department to establish clearly the department’s expectations for retention, tenure, and promotion consistent with the University criteria... .*

The Psychology Department’s criteria are intended to be broad enough to encompass faculty from the various sub-disciplines within the department and flexible enough to allow for different paths of professional growth. Indeed, given the diversity of our discipline, the Psychology Department not only expects its faculty to be following differing career lines and exhibiting varied profiles of achievement, but actively encourages diversity in career development. This diversity will be reflected in varied emphases within and across the three areas of evaluation, as well as varied activities and documentation within each area. Probationary candidates (seeking retention) are expected to consult with the RTP Committee and/or members of the department to ensure that their developing career paths and goals are consistent with department requirements and criteria. Achievements for tenure and promotion are expected to meet the criteria for excellent performance in teaching and in at least one other area of evaluation, as well as meet the threshold for the third area. Some activities documented in the WPAF such as professional leadership, curricular development, writing textbooks, or others may extend across areas of evaluation. Candidates will work with the RTP Committee to determine the appropriate placement of such activities.

The candidate is responsible for providing the committee with: (a) appropriate documentation of his/her activities; (b) an estimate of the effort involved in these activities; and (c) an assessment of the importance of the activities. According to Academic Senate policy, “Candidates are encouraged to provide a self-statement of teaching effectiveness, professional achievement and growth, and contributions to campus and community that provides an introduction to the candidate’s accomplishments. The goal of the self-statement is to provide an introduction to the candidate’s materials within each area for subsequent levels of review. It should provide a context for understanding the candidate’s accomplishments within each area. It is recommended... .
that the statement for each area (effectiveness in teaching or area of primary assignment, professional achievement and growth, and contributions to campus and community) not exceed 750 words.”

The RTP Committee’s responsibility is to know and understand university policies and procedures and to convey these to candidates. The RTP Committee is also responsible for representing to the university how each candidate for retention, tenure, and/or promotion meets or does not meet the Psychology Department criteria. The RTP Committee will meet with candidates regularly and in a timely fashion to ensure appropriate progression through the retention, tenure and promotion process. The Committee will provide a thorough review and evaluation of candidates’ performance as well as timely feedback on their strengths and needed improvements, and will work with candidates and the department on remediation strategies as needed.

The section narratives that follow describe ways of demonstrating competence and effectiveness in the three areas of evaluation. Bulleted lists outline activities that may be used to demonstrate excellent performance in each area.

**TEACHING EFFECTIVENESS**

Consistent with the mission of the University, effective performance in teaching must be achieved in order for a candidate to be recommended for retention, tenure, and promotion, regardless of achievements in other categories. Additionally, a candidate’s contributions to curricular needs of the department and to teaching at differing levels of instruction serve as measures of collegiality and fit with the department, and will receive favorable consideration.

All candidates for tenure and promotion are expected to demonstrate a consistent pattern of excellence in all measures of teaching effectiveness. As new faculty members may require time and experience to adjust to SFSU courses and students, it is expected that ratings combined with other measures of effectiveness will show a pattern of continued excellence or improvement toward excellence. Candidates are encouraged to provide relevant contextual information for courses taught, including specific characteristics such as disruptive students, inordinate class size, new preparations, or the number of times they have taught the class. The Department will work with probationary faculty members to strengthen any areas that need work.

Teaching performance is assessed using several sources of information, and we look for consistency and strength across these areas:

**Student Ratings (Quantitative).** Routine student evaluations provide an indication of students’ impressions of a candidate’s teaching performance. The candidate’s classes will be evaluated each semester in order to establish an overall profile of teaching performance. Ratings will be considered based upon the number of different classes taught, the size of classes, the level of the class, the role of the class in the department’s curriculum, the consistency of ratings over time, the difficulty of the course content, and the absolute rating (1-5). Ratings below 1.5 on fundamental questions of the survey suggest superior teaching. Scores above 2.0 suggest a need for improvement. Although student responses are suggestive of the level of teaching being
demonstrated, the final determination of teaching quality will be based on RTP Committee evaluations of all measures of teaching.

**Student Ratings (Qualitative).** In addition to the quantitative scores, the committee will consider written comments and analyze these statements for repeated themes. Typically, these comments represent a small sample of students and therefore may not be weighted as heavily as classroom ratings. At the same time, we recognize that even one discerning, forthright student may draw attention to an instructor’s strengths and/or to problems that affect others as well.

**Letters from Students and Colleagues.** Signed letters of evaluation (solicited or unsolicited) of a candidate’s teaching skills will be considered.

**Colleague Class Visitations.** Routine peer evaluations are important in assessing teaching methodology and rigor of instruction. Class visits by colleagues (at least one each semester) serve as a check on student evaluations, which can be affected by class demands and grades. The committee will review written reports from faculty who have directly observed a candidate in the classroom for factual information and general impressions of his or her performance. Teaching effectiveness may be evaluated using the Peer Classroom Observation Recording Form that assesses characteristics such as: (a) Structure and Goals of the class, (b) Class Content, (c) Strategies and Methods of Instruction, (d) Instructor and Student Interaction, (e) Communication. As with quantitative student ratings, it is expected that candidates will show responsiveness to feedback from peer evaluations. The Department will work with probationary faculty members to strengthen any areas that need work.

**Professional Currency in Courses.** Candidates for retention, tenure, and promotion are expected to maintain currency in the field by attendance at professional conferences, meetings, and workshops.

**Teaching Materials.** Copies of course materials (syllabi, bibliographies, reading lists, examinations, evaluation criteria for students, technological materials, and examples of student work) are used by the committee for course evaluation. The RTP Committee takes into account factors such as the quality and comprehensiveness of the syllabus, scope and appropriateness of assignments (e.g., writing assignments), and quality and timeliness of feedback to students.

**Self Evaluation of Courses.** Candidates may be asked to submit brief self evaluations of each of their courses to the committee. Patterns of improvement or lack of improvement as well as maintenance of teaching effectiveness and general pedagogical skills shall be evaluated.

**Advising and Mentoring.** Given the size of the Psychology Department (number of majors), it is expected that faculty will contribute considerable effort to the advising of both graduate and undergraduate students. The Psychology Department takes this faculty obligation very seriously, and values student letters or comments concerning advising. Since advising and mentoring are integral parts of the instructional process, a record of diligence and effectiveness in advising and mentoring contributes to the committee’s evaluation of teaching effectiveness. Advising includes attendance at scheduled office hours, willingness to meet student advising needs, review of graduation applications, supervision of internships and internship seminars, and individual
student supervision through courses such as PSY 699, PSY 685, PSY 799, PSY 865, PSY 896, PSY 898, PSY 899.

**Honors Program and Master’s Thesis Committees.** The department takes pride in the research conducted by its undergraduate and graduate students. Faculty members are expected to serve on undergraduate thesis and project committees and graduate culminating experience committees, and willingness to do so is a measure of collegiality as well as advising and mentoring. Special consideration will be given for effective guidance of student research and a high level of research instruction, particularly in cases where faculty mentorship results in conference presentation or publication of student theses. Faculty are advised to document the number of honors thesis and master’s thesis projects they supervise and in what role they served on the thesis committee (Thesis Committee Chair, Thesis Committee Member).

**Course and Curriculum Development.** Consideration will be given to the establishment of new courses/curricula. New pedagogical approaches, new applications of technology, and the development of films and videos for classes will all be considered by the committee.

**Integration of Teaching and Research.** The integration of teaching and research is consistent with the mission of the Psychology Department and with the CUSP II goals, and provides evidence of both teaching effectiveness and professional development and growth. Faculty members’ use of a research laboratory as a teaching venue is highly valued with respect to teaching effectiveness, and publications and presentations that come from these laboratories, especially those with students as co-authors, are highly valued and seen as evidence teaching effectiveness as well as of professional development and growth.

Final determination of a candidate’s teaching performance will be based upon evaluations in all of the above areas. Examples of activities in these areas that may demonstrate excellence in teaching include but are not limited to:

- development in the area of teaching effectiveness through attendance at or conduct of teaching development seminars and workshops
- indicators of advising above normal expectations and requirements – including high numbers of thesis supervision and individual supervision courses
- innovation in course creation, structure, or methodology
- new course development
- student organization advising
- presenting in workshops on teaching
- student and peer evaluations that consistently reflect superior performance
- establishment of new courses in line with major program changes
PROFESSIONAL ACHIEVEMENT AND GROWTH

The Psychology Department affirms the importance of professional achievement and growth (PAG) for all of its faculty members, and views PAG as complementary to teaching and scholarship. This ensures the continued evolution of our faculty as interested and informed scholars in the field, which ultimately impacts our teaching in positive ways.

In psychology, professional achievement and growth may be exhibited in a variety of ways, including research, publications, clinics and workshops, presentations to professional societies, grant writing, development of new areas of expertise, attainment of new professional licenses or certification, creative work, curricular and/or programmatic innovation. What is important is for each individual faculty member to exhibit a pattern of individual achievement and growth that incorporates these categories, and to provide evidence that marks achievement and growth in them. If a candidate’s demonstrated method of professional achievement and growth is not described here, the candidate should discuss the issue carefully with the Retention, Tenure, and/or Promotion Committees early in the review process. Collegiality in the area of professional development and growth is highly valued in the Psychology Department. Examples of ways in which collegiality may be demonstrated are research or project collaboration with other department members, or contribution of one’s expertise to other department members’ research (e.g., theoretical knowledge, methodology or analysis techniques).

Below we describe in general terms the kinds of activities and evidence that are used in the assessment of PAG. Although professional publications and presentations are the primary venue for disseminating research findings and provide the most straightforward evidence of professional development, we expect that faculty members will exhibit varied patterns of professional development activities. For example, theoretically-oriented or basic research may have dissemination of knowledge through publication as a primary goal. Research in some applied areas, on the other hand, may result in a combination of clinical interventions, and/or workshops, and/or professional reports and publications. Preparing a grant proposal or conducting longitudinal research may limit research products in the short term, but set the stage for high productivity in future. Licensure and certification are marks of professional growth primarily in clinically-oriented sub-disciplines of psychology. Additionally, individuals who are hired for a specific department purpose, such as creating curriculum, spearheading an accreditation process, or program administration, may exhibit a professional development and growth pattern that highlights these activities (assuming that these activities do not comprise their primary assignment).

Research, Publication, Presentations to Professional Societies. Unless otherwise specified at the time of hire, psychology faculty members are expected to engage in programmatic research. The primary mechanism for demonstration of professional achievement and growth in research in psychology is in the conduct of basic and applied research, and the dissemination of the results of one’s work through written works, including books, book chapters, or peer-reviewed and non-peer reviewed journal articles, and unpublished manuscripts; or oral works, including presentations to professional societies and groups as described below.
Because forms for dissemination of research and applied work vary across the sub-disciplines of psychology, and because the Psychology Department emphasizes quality rather than quantity of work, it is not appropriate to set a numerical quota of publications and presentations necessary for tenure or promotion. As a general guide, however, the RTP Committee would expect candidates for tenure or promotion to have published or have in press or under review a major manuscript or several lesser manuscripts representing significant research, scholarship, or professional work, and to have made several presentation to professional audiences. Faculty members are expected to build on previous work as they progress through the retention, tenure, and promotion process, and criteria at each level are more stringent than at the previous level.

**Clinics and Workshops.** Professional achievement and growth can be addressed through attendance and successful participation in clinics, workshops, and seminars in one’s topic area that enhance one’s knowledge and understanding.

Professional Application of Expertise to External Organizations: Faculty members may choose to collaborate with or provide evaluation of external organizations. These activities must actively involve the use of professional and academic expertise, the application of research to real world issues, and/or broad dissemination and communication of knowledge.

**Professional Licenses and Certifications.** Professional achievement and growth can be achieved by the attainment of new licenses and certifications related to the professional conduct of psychology or one’s field of expertise.

**Grant Writing.** Professional achievement and growth may be evidenced by the writing of grant proposals to support one’s achievement and growth activities. The grants may be intramural (i.e., within SFSU and/or CSU) or external.

**Development of New Areas of Expertise.** Professional achievement and growth may be achieved by developing new areas of expertise, especially in relation to teaching activities. Activities may include the scholarly review of literature in an area of psychology with which the individual was previously unfamiliar; the conduct of interviews with leading scholars in the field; the attendance in conferences, seminars, workshops in the new area, and the like. One form of evidence of achievement and growth is successful and effective teaching of courses in a new area of expertise.

**Creative Work.** Faculty members may choose to engage in the production of creative works related to their field of expertise. These include the production of videos, DVDs, and any and all forms of supplemental teaching materials, or apparatus, stimuli, tests, and any other materials useful in the conduct of psychological research.

**Curricular and/or Programmatic Innovations.** Curricular and/or programmatic innovations in psychology and related disciplines, or for the benefit of General Education may qualify as professional achievement and growth. Such activities may include the development of original academic programs, new courses or course content, disciplinary and/or pedagogical approaches, applications of technology, etc. Development of new areas of instructional expertise may also be considered in this category.
The Need for Evidence and Scholarly Review of the Evidence

The Psychology Department RTP Committee requires objective evidence of professional achievement and growth, regardless of the manner in which the candidate attempts to achieve it, and it is the candidate’s obligation to provide that evidence. The RTP Committee in consultation with the candidate will assess the merit of this work. Scholarly evaluations of the evidence may be included in the WPAF, and are expected to come primarily from letters from scholar peers in the field about the candidate’s work. If the department RTP Committee determines that such evaluations are desirable, it may obtain such evaluations after reaching agreement with the candidate about the appropriateness of the referees.

Scholarly evaluations should address facets of a candidate’s work such as:
- the scope and nature of the audience (e.g., national or international)
- the significance of the topic and methods (e.g., a theoretical or applied idea that advances the field)
- the rigor of the standards applied to the work (e.g., peer reviewed, or competitively successful – such as an external grant proposal)
- the stature of the reviewers of the work (e.g., leaders in their respective fields)
- the impact of the work in terms of improving clinical, educational, or professional practice or elevating understanding of concepts or issues in the field of psychology

Final determination of a candidate’s professional achievement and growth will be based upon evaluations in all of the above categories. Because patterns will vary, no priorities are assigned to the examples below. Examples of activities in these areas that may be used to demonstrate excellent professional achievement and growth include but are not limited to:

- several first-author publications in peer-reviewed journals and/or book chapters
- book authorship
- funded proposals for external or internal funding or assigned time or submitted proposals that the RTP Committee has evaluated as being of high quality
- curricular or program innovation
- new licensure or certification
- professional workshops
- evidence of a national or international reputation
- professional invitation to serve as a keynote speaker
- contributions to the discipline or field of psychology in terms of theory, curriculum, training, standards, or other aspects on a national or international level
- preparation of accreditation reports or similar documents
- writing textbooks
CONTRIBUTIONS TO CAMPUS AND COMMUNITY

The Psychology Department recognizes the importance of service to campus and community for all of its faculty members. Recognizing the diversity of our discipline, it is expected that faculty will involve themselves in campus and community activities in ways that reflect their academic or professional expertise, and that they will select activities in which their professional skills are employed.

All faculty members are expected to contribute to campus (i.e., the department, the college, and the university). In addition, candidates for tenure and promotion may demonstrate excellence in service by contributing to their professional and/or the SF Bay Area or larger non-university community. No single category of service is more important than others; what is important is that each faculty member selects ways of contributing that are appropriate to his or her expertise, and that the contributions reflect growth and increasing leadership. Faculty members are expected to provide evidence of their activities and roles as well as the impact of each contribution. Of particular importance will be the role the candidate assumed in these commitments or administrative assignments (beyond the primary assignment), such as a faculty governance role, or the extent and professional appropriateness of activities off campus. Evidence of collegiality and how these contributions benefit both the community and the university should be clearly outlined by the candidate and will be a significant part of the overall evaluation.

Below we describe in general terms the kinds of contributions that are typically utilized in the evaluation of campus and community service.

Contributions to Campus

Departmental Activities. Contributions to governance of the department and promotion of its mission are expected, and all faculty members are expected to be involved in and assist with the normal workload of the department. Regular attendance at and service on departmental committees is a requirement. Assistant Professors are expected in the first year to serve on or contribute to a program or department committee; in the second and third year to serve regularly on a department committee. Associate Professors are expected to continue regular service on department committees, show leadership in department committees, and serve on college and university level committees. Evidence of collegiality and fit with the department includes participation in activities that are consistent with the Psychology Department mission, active contribution to department meetings and other department activities, and a willingness to serve students, the department, and the university as needed.

College-Level Activities. Candidates are expected to expand their activities to include service to the College of Behavioral and Social Sciences in years 4 or 5. Some examples are participation on college committees, service on a hiring committee of another department, or participating in a college-sponsored program or event such as Sneak Preview, new student orientation, or graduate student orientation.

University-Level Activities. As candidates move on in their academic careers at SFSU, involvement at the university level is expected. This can be accomplished in various ways, such
as representing their department or college on university committees, serving in the Academic Senate, accepting administrative assignments (other than primary assignment), special advising assignments, sponsorship of student organizations, and direction of non-instructional activities and projects.

**Contributions to Professional Community**

Participation in professional societies or other professional activities is encouraged, especially where the academic expertise of the faculty member is directly applied. Examples are professional society committee activities, participation on review or editorial boards and selection committees for professional journals, grant agencies, or book publishers. (Note that there may be some crossover between these activities and those reflecting professional achievement and growth – for example, when community service activities or roles focus on and develop a high level of research and scholarly expertise.)

**Professional Leadership.** Professional leadership must be at a level that demonstrates accomplishment or recognition within the relevant field. Evidence of leadership may include: election or appointment to offices held in professional societies or in SFSU Academic Senate; receipt of awards, honors and other forms of formal recognition by professional societies; or participation on editorial boards or as a referee. Community involvement that both applies professional expertise and results in professional innovations may also contribute to professional achievement and growth.

**Contributions to the Non-University Community**

Service to the larger non-university community is encouraged. For RTP purposes, community service involves using a faculty member's professional skills at city, county, state, national or international levels. Service must involve participation that makes a contribution to community activities or projects and/or enhances in some way relations between the university and the community. Direct application of the faculty member's professional expertise in this service is emphasized in evaluation of contributions. Examples are performing major work with a community organization, consulting within one’s field of academic expertise, serving on boards of directors or commissions (e.g., school boards), contributions in the media, or election to regional, state, or national offices. In all cases of service, the time commitment, role, and quality of the service or consultation should be documented.

Final determination of the value of/ the weight of a candidate’s service will be based upon evaluations in the above areas. Candidates may accomplish their service requirement on campus, within their professional community, and/or in the non-university community. Activities that may demonstrate excellence in this area entail leadership roles or serving in ways that are more extensive than described above. Examples include but are not limited to:

- chair of department committee, college committee, or university committee or task force
- department administrative assignments, such as program coordinator
- direction of non-instructional activities (e.g., Project Excel)
- membership on editorial boards for journals or textbooks
• leadership role in a professional organization or society or in SFSU Academic Senate
• assuming a leadership role within a community organization
• development or implementation of large-scale intervention or program evaluation
• leadership in the community based on professional expertise
• hosting conferences or professional meetings
• service on a national committee
• liaison work that results in a significant collaboration between the university and the community, or within the university
Range Elevation for Lecturers.

Lecturers are hired with the assignment of teaching and so are reviewed primarily on the basis of teaching effectiveness. When a lecturer becomes eligible for a step advance equivalent to promotion from assistant to associate professor, or from associate to full professor, the lecturer shall qualify for this step advance by meeting the same standards for teaching effectiveness that a T/TT faculty member would be expected to meet for an equivalent promotion.

Lecturer faculty who wish to do so can provide evidence of currency in the field and proper discharge of other assignments, for review as secondary considerations. However, no lecturer department member is required to submit materials related to any expectation other than teaching effectiveness.