

**DEPARTMENT OF PSYCHOLOGY**  
**GUIDELINES FOR THE EVALUATION OF**  
**PROBATIONARY AND TENURE TRACK FACULTY**  
**FAM 651.577**

**I. Teaching**

Faculty in the psychology department are expected to demonstrate proficiency in several areas of teaching including command of subject matter, course preparation and organization, instructional material, effectiveness of instruction, academic assessment, and student advisement, supervision, and mentorship. Proficiency shall be determined on the basis of student evaluations in combination with items submitted, such as course materials, peer review of teaching, developed curriculum materials, evidence of student supervision/mentoring, outcome measures of effectiveness, and/or other instructional contributions to the department. In order to receive tenure and promotion to associate professor, the psychology faculty member is expected to demonstrate the following accomplishments. For promotion to full professor, a continuation of these accomplishments across the post-tenure period is required:

1. Predominantly positive student evaluations, including the written comments, as assessed by the SOTE instrument. As a general guideline, tenured faculty typically receive median scores in the neighborhood of 5.0 or higher on the two SOTE items.
2. Classroom visitation reports that are consistently positive with regard to the various areas of classroom teaching described above.
3. Course materials that are judged current and reflective of professional standards.
4. Course materials and course approach that demonstrate comprehensive and objective coverage.
5. Evidence of individual mentoring of undergraduate and graduate students resulting in superior student work including the supervision of honors students, the chairing of thesis/project committees, directing independent study projects and internships, supervising student presentations, and participating as a reader on thesis/project committees.

6. Evidence, in the form of syllabi and course materials, that expectations for student performance are appropriately rigorous and challenging.
7. Evidence of being generally available and accessible to students, as reflected, for example, in student comments on the SOTEs,
8. Evidence of student advisement activities. This could include advisement of individual undergraduate and graduate students, special department assignments related to student advisement, special services to advisees (e.g., petitions, letters of support), contributions toward improved advisement, and/or advisement or supervision of student organizations.
9. Any of the following additional forms of evidence of teaching effectiveness valued by the Department:
  - a. Development of textbooks, workbooks, anthologies, PowerPoint presentations, online resources, or other teaching resources for use in courses taught by this Department.
  - b. Evidence of new course development, instructional innovations, and contributions to curricula or program change.
  - c. Teaching awards or other forms of professional recognition.
  - d. Instructionally-related grants.
  - e. The granting of awards to supervised students and the advancement of supervised students into graduate school.
  - f. Attendance of instructionally-related training activities such as workshops, seminars, and conferences.

## **II. Research, Scholarly or Creative Contributions**

Faculty members are expected to engage in on-going scholarship. In light of the diversity of scholarship, the following minimum criteria for tenure and promotion apply to all ranked faculty. These various criteria fall into two categories.

### **A. Research and Scholarship**

Faculty members who successfully apply for tenure and promotion to associate professor typically have at least three scholarly publications (or in press at the time of consideration) of high quality or at least five scholarly publications of variable quality in some combination of peer-reviewed regional, national, or international journals, or other recognized forms of publication such as books, book chapters, or monographs. Promotion to full professor involves a comparable level of accomplishment over the post-tenure period. In judging the quality of a publication, the following factors will be emphasized. Whether or not a journal is peer-reviewed will be taken into account. Peer-reviewed journals are particularly important forums for scholarship in the field of psychology. Also, since collaboration is common in psychological research, the level of authorship will be considered to the extent that it reflects the proportion of each author's

contributions to the manuscript. The scientific rigor of a faculty member's scholarship is valued by the Department. Accordingly, papers in journals with higher impact factors and lower acceptance rates will be weighted more heavily. Publications that involve more extensive work (e.g., multiple experiments, longitudinal data, theoretical contributions) will also be counted more heavily.

In addition, an individual applying for tenure is expected to have participated in the following research-based activities:

1. Presentations at regional, national or international professional meetings.
2. Submission of grant proposals (either internal or external) for instructional improvement and/or research. Though submission need not result in procurement, funded grant proposals are highly valued by the Psychology Department, particularly if they are external. The procurement of a significant external grant is generally equivalent to publication.
3. Provision of professional opportunities for students as evidenced by student authorship on conference presentations, publications, or other manner of scholarly work.

## **B. General Scholarly Activity**

Professional growth encompasses scholarly activities and accomplishments that derive from the faculty member's expertise and research program. An individual applying for tenure is expected to have participated in a minimum of two to four of the following individually numbered activities. Promotion to full professor requires a comparable level of accomplishment over the post-tenure period:

### *Editorial Work*

1. Editor or member of an editorial board of a professional journal.
2. Invitations to review manuscripts for professional journals, book chapters for professional texts, or abstracts for professional society meetings.
3. Invitations to review grant proposals for funding agencies.
4. Appointment to membership on committees that utilize professional expertise.

### *Professional Organizations*

5. Mentoring or serving as research consultant for professional boards, societies, or individuals.
6. Organizing state, regional, local, or department professional or research conferences, training, or workshops.

### *Continuing Education*

7. Participation in continuing education, retraining, and the development

of new skills relevant to one's area of scholarly activities as indicated by completion of courses or participation in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge.

#### *Other Scholarly Activities*

8. Presentations at CSUSB or other colleges and universities, or in the community, that are based upon the faculty member's scholarly activities.
9. Awards or letters of scholarly recognition from internal constituencies or from outside the university.
10. Establishing formal ties between the University and professional organizations in the community that benefit faculty, students, or community members.

### **III. SERVICE**

Psychology faculty are expected to make service contributions at multiple levels. This should include the department, the college and university, and the community. The latter is broadly construed to include local, city, county, state, national, or professional groups, agencies, and organizations. In evaluating service activities, it is important to recognize several factors. One is that there are numerous, diverse ways in which faculty make service contributions. It is also understood that while some service activities represent instances of genuine leadership, others produce significant results through joint effort. In addition, some activities require extensive investments of discretionary time while others are compensated by release from teaching or other duties. Finally, it is important to note that involvement in leadership roles is especially important for promotion to full professor. Evaluations of faculty service will take each of these factors into account and will be based on the following indicators:

1. Serving as an active, productive member of university, college, and departmental committees.
2. Chairing faculty committees at the university, college, or departmental level.
3. Providing administrative services to the Department such as director of an undergraduate or graduate program, director of an institute or center, coordinator for advising services, or associate or assistant department head.
4. Serving as a consultant to business, not-for-profit organizations, social service agencies, or other Universities.
5. Serving as a judge/adjudicator for a competition.
6. Providing training, guidance, advising, or other manner of professional services to schools, business, institutions, associations, or not-for-profit organizations.
7. Giving invited lectures to the greater community such as arranged talks at schools or other community venues.

8. Holding office or otherwise contributing to the governance and functioning of international, national, or regional associations and professional organizations.
9. Membership on regional, state, or national professional boards.
10. Serving as an external reviewer for tenure/proposal or department accreditation.
11. Serving as an external member for a thesis/dissertation.