

EFFECTIVE FALL 2024

Psychology Department RTP Criteria

Sonoma State University

Approved by the Department 04/17/24; Approved by FSAC 05/16/24

Submission of materials for the candidate's working personal action file (WPAF)

Candidates are encouraged to submit materials to the Psychology Department RTP Committee at least one week prior to the university deadline. The Department RTP Committee Chair will review the documents, confer with the committee members, and then offer feedback to the candidate with regard to any suggested improvements to be made in advance of the university deadline for the WPAF to be declared complete.

As noted in the university RTP policy, candidates shall provide the Department RTP Committee with an electronic version of all supplemental materials (for example, through Google docs or a similar service) not already provided as a part of the electronic version of the WPAF. The candidate should be prepared to provide prompt electronic access to these supplemental materials to RTP committee members at other levels of review.

Meeting with the Department RTP Committee

Candidates are encouraged to meet with one or more members of the Department RTP Committee on an ongoing basis about any RTP-related topic such as but not limited to questions about the WPAF, selecting service opportunities, questions/support on ROSE/SETE data, and research activities. At minimum, candidates are required to meet with the Department RTP Committee and/or the Department RTP Chair in the Spring semester no later than May 1 to check in about the candidate's progress. If the candidate chooses, a one-page summary of this meeting, prepared collaboratively by the candidate and department representatives, may be included in the candidate's subsequent WPAF.

Post-tenure candidates anticipating future consideration for promotion are encouraged to meet with the Chair of the Department RTP Committee and other senior members of the Department on a regular basis for guidance on departmental teaching, scholarship, and service expectations.

DEPARTMENT CRITERIA FOR TEACHING EFFECTIVENESS

In conjunction with meeting the minimal criteria outlined in the university RTP policy, candidates in Psychology are expected to demonstrate progress toward the following four criteria for teaching effectiveness:

1. **Content and Course Design** - demonstrate expertise in course topic areas through representation of historical and contemporary knowledge of the course content; demonstrate effective course design through alignment of measurable course outcomes to program and/or GE outcomes, and alignment of outcomes to measures of student learning.
2. **Engagement and Inclusion** - present material clearly; employ teaching strategies that engage learners; utilize teaching and course design practices to foster diversity and inclusion.
3. **Measuring Student Learning** – demonstrates proficiency in the design of assignments, exams, projects and other measures of student learning.
4. **Reflection and Professional Development** - reflect on, and implement changes to, teaching practices in light of relevant feedback from students and recommendations from peers.

The Department RTP Committee shall utilize multiple sources of evidence to evaluate a candidate's progress in the above criteria for teaching effectiveness. The intention of using multiple indices is to provide a comprehensive overview of teaching such that no one measure is disproportionately or inappropriately utilized. The primary sources of evidence include: 1) a current curriculum vitae, 2) self-assessment of teaching, 3) peer observations of teaching, 4) index of appropriate evidence (and the evidence itself), 5) implementation of teaching-focused professional development efforts, and 6) student perception data—SETE/ROSE quantitative and open-ended comments. Additional sources of evidence of teaching effectiveness may also include: 1) the development of new courses, 2) course re-designs, 3) assessment efforts, 4) honors or awards earned, and 5) instructional grants.

Sources of Evidence

1. Curriculum Vitae

The candidate's CV should include the following: 1) courses taught within the cycle and their enrollments, 2) if applicable, listing and description of any new course preps, and 3) a listing and description of professional development efforts such as CTET consultations, workshops, faculty exchanges, and professional conferences. Note changes since last review in CV by making the text bold.

2. Self-Assessment of Teaching

The self-assessment should describe the candidate's current teaching practices and goals for the next cycle. The document should indicate ways in which the candidate is addressing peer recommendations and student feedback, and should demonstrate improvement over time for any

areas of concern identified by the RTP committee and/or other evaluation levels. For performance reviews, probationary candidates must address all four department teaching criteria. For periodic reviews, probationary candidates shall select 1-2 criteria to address. Candidates for promotion must speak to all four criteria.

3. Peer Observations of Teaching

Peer observations of teaching should address teaching criteria that students are less qualified to comment on. These include but are not limited to: competence and currency of content, efficacy of course design, alignment and effectiveness of assignments, exams, and teaching strategies. As noted in the university RTP policy, candidates for re-appointment shall include observations from one faculty member for periodic reviews and two observations for performance reviews. Candidates for promotion and/or tenure should include observations from two faculty members. When two observations are included, courses should not be the same course taught in different semesters, but two distinct courses. In most circumstances, peer observers should be tenured faculty from the Psychology Department. Peer observations by tenured faculty from outside the department should be discussed with the Department RTP Committee in advance and should come from the candidate's disciplinary expertise, or a closely related field.

4. Index of Appropriate Evidence (and Evidence File)

Items that must be submitted to the evidence file:

Syllabi for all courses in the current cycle ("before and after" syllabi should be included if the candidate made revisions in light of feedback).

Measures of student learning for each course - including but not limited to exam questions, assignments, project instructions, rubrics, writing prompts ("before and after" measures should be included if the candidate made revisions in light of feedback).

Other items that may be included:

Summaries of professional development activities - such as certificates, training for online course instruction (QLT), course redesign efforts, products from professional conferences and/or CTET training.

Course, GE or program materials - such as signature assignments, assessments of psychology program outcomes, record of teaching related honors or awards.

5. Teaching-Focused Professional Development

It is expected that candidates show a deepening of skill as instructors as they progress toward tenure and promotion. Progress in the department criteria should be shown through engagement with teaching-focused professional development. Professional development is broadly defined

and can occur through self-study, attending faculty exchanges, CTET /CCE / similar offerings, and professional conferences. The self-assessment should describe efforts undertaken and their implementation into course design and/or teaching practices, and the evidence file can include “before and after” versions of syllabi, assignments, and teaching practices that reflect professional development efforts.

6. Student Perception Data (Quantitative and Qualitative SETE/ROSE Data)

In alignment with the university RTP policy, SETEs for two courses per cycle, selected by the candidate in consultation with the Department RTP Chair, shall be included. In addition, candidates for tenure must include a summary table and analysis of SETE/ROSE data from the entire probationary period. Candidates for promotion shall include data starting with the initial date of employment at SSU or the candidate’s last promotion. Research shows that it is common for ratings to be affected by factors unrelated to teaching effectiveness such as the nature of the course content, course level, instructor race, gender and ethnicity, and a range of other factors. Because of this, the SETE/ROSE shall be primarily utilized by candidates and evaluators as a tool for reflection (criteria 4).

Student ratings provide feedback on teaching effectiveness from the perspective of the learner. Quantitative SETEs can provide evidence of student perceptions of instructor clarity, organization, active learning, and inclusive teaching. Because averages can be distorted by outliers and small sample sizes, evaluators will examine the mean, median, and distribution of scores. Although the department does not require minimum cutoff scores, a good rule of thumb is that the majority of ratings cluster at the “very effective” range of the scale. If most scores are at the high end of the scale, the candidate is doing fine, even if an occasional two or three students marks them at the low end. Small and/or temporary dips in ratings are typically not cause for concern. New teaching strategies, assignments, or new course preps can impact SETE/ROSE ratings so candidates should describe these contextual factors in their self-assessment. Scores that are chronically below the very effective range likely reflect one or more instructional issues that require attention and support.

Open-ended comments should provide perceptions of the relevant teaching criteria, with particular attention to comments that are frequent within courses and/or across time. Evaluators will disregard comments unrelated to instruction and/or those that suggest bias. Candidates should look for frequent comments that address teaching criteria and/or their own instructional goals and discuss these in the self-assessment. Frequent and/or longstanding comments of concern may also reflect instructional issues. Candidates are encouraged to discuss these potential areas of concern with the Department RTP Committee for suggestions and support.

Requirements for Tenure and Promotion to Associate Professor

For tenure and promotion to associate professor, the self-assessment and supplemental materials shall describe and point to evidence of increased skill, use of evidence-based teaching practices and growth across the four criteria of teaching effectiveness. Candidates shall note areas of growth, areas of gained pedagogical expertise, and examples of how feedback from prior peer observations and RTP evaluations was addressed and implemented.

Failure to meet department criteria for teaching effectiveness occurs when a candidate shows minimal to no improvement on one or more instructional shortcomings documented in prior cycles by the Department RTP Committee.

Requirements for Promotion to Professor

For promotion to professor, the self-assessment and supplemental materials should describe how their teaching has deepened since promotion to associate professor. Evidence should be provided that candidates have advanced knowledge and skill with the four criteria. Failure to meet department criteria for teaching effectiveness occurs when a candidate shows minimal to no improvement on one or more instructional shortcomings documented in prior cycles by the Department RTP Committee, or the Department RTP Committee identifies significant instructional shortcomings that require remediation.

DEPARTMENT CRITERIA FOR RESEARCH AND SCHOLARSHIP

Requirements for Tenure and Promotion to Associate Professor

Across the period from initial tenure-track appointment to recommendation for tenure and promotion to associate professor, in order to meet department expectations, the candidate is expected to complete the following minimal criteria.

Required

- One original publication in a peer-reviewed academic journal with an established impact factor.
- An additional four products of which at least two must be from Tier I or II, and the remaining two are from any Tier.

Tier I

- Publication in a peer-reviewed academic journal with an established impact factor or a new journal that is peer-reviewed and equivalent in scientific legitimacy.

- Funded competitive (peer-reviewed) external grant from state, national or international agency foundation, or granting organization.
- Book published with a peer-reviewed, university press.

Tier II

- Scholarly or teaching-related textbook chapter or book chapter publication.
- Publications in proceedings of international, national or regional academic conferences.
- Submitted research proposals to competitive granting institutions.
- Funded competitive grant from local or regional agency.
- Peer-reviewed papers or posters presented at conferences.
- Invited talks for conferences or university colloquia.

Tier III

- Work on funded grant proposal activities for which the candidate is not the Primary Investigator;
- Successful internal funding;

For each cycle in the probationary period, the candidate is expected to document evidence of their progress toward meeting the scholarship criteria outlined above (i.e., their “journey” toward tenure and promotion). Such activities include:

- Revision to manuscripts and grant proposals.
- Submission of papers to peer-reviewed conferences.
- Supervision of undergraduate research.

The Department RTP Committee will utilize multiple sources of evidence to evaluate the candidate’s scholarship. The primary sources of evidence include: 1) a current curriculum vitae, 2) a self-assessment, and 3) index of supplemental evidence.

Sources of Evidence

1. Curriculum Vitae

Note all changes since the last review by bolding the appropriate text.

2. Self-Assessment

Candidates should provide a narrative that both describes the contributions of the work and its significance to the topic area. For example, the candidate may reflect on how the work fits into a larger research program and/or extends the knowledge in the field. The department recognizes that publishing in the top journals in psychology is extremely competitive and involves a

rigorous editorial process that may involve revisions and multiple submissions. These should be described and included in the portfolio of supplemental evidence.

Presentation criteria for conferences and workshops within psychology vary widely. Candidates should state if they were invited by the conference/workshop organizers to present, if they competed with other applicants to present or participate, or if there were no such requirements.

The department supports scholarly collaborations with colleagues from other institutions and other departments at SSU. In these instances, the candidate's self-assessment should describe their contribution to the project. This is especially important in instances where order of authorship does not equate with the scope of contribution.

3. Index of Supplemental Evidence (and Evidence File)

Candidates shall provide the materials in the portfolio of supplemental evidence that constitute evidence for the scholarly work described in the CV and self-assessment. Candidates are required to include pre-prints or reprints of publications, manuscripts under review, grant applications and/or award notifications, and conference abstracts in their supplemental evidence portfolio. For promotion consideration, candidates may include a letter of support from a collaborator, disciplinary expert, co-author, or advisor who can contextualize the scholarship activity and provide a meaningful description and evaluation of the candidate's work.

Requirements for Promotion to Professor

Across the period from tenure and promotion to associate professor to recommendation for promotion to professor, in order to meet department expectations, the candidate is expected to complete the following minimal criteria.

Required

- One original publication in a peer-reviewed academic journal with an established impact factor
- An additional four products of which at least two must be from Tier I or II, and the remaining two are from any Tier.

The Department RTP Committee will utilize multiple sources of evidence to evaluate the candidate's scholarship. These sources are outlined above.

DEPARTMENT CRITERIA FOR UNIVERSITY AND COMMUNITY SERVICE

Department Service

Because of psychology's impact and understaffing, each tenured/tenure-track faculty member is expected to participate fully in the work of the department. This can be accomplished by:

- serving on departmental committees;
- assisting with departmental tasks;
- serving as a departmental committee chair;
- serving as department chair;
- coordinating departmental activities;
- attending recruitment initiatives and orientation events;
- coordinating department program reviews;

It is expected that candidates provide effective advising (starting in their second semester) and participate in writing necessary department reports, memos and policies.

Candidates are also expected to mentor student research projects and/or significantly involve undergraduates in research as a high-impact practice. Because of this candidates shall involve two or more undergraduates in research in at least half of the probationary years under review.

This is in addition to the expectation that all department members attend university events including, but not limited to, department meetings, convocations, commencement exercises, and start of semester college meetings. The candidate is expected to disclose any release time or additional compensation received for department or university service work.

University Service

Because the department service requirements are heavy, the department recognizes that college- and university-level service should be proportionate to this workload. Participation in one faculty governance committee with a three-year appointment (or equivalent) is sufficient to meet department criteria for university service. The department also recognizes the range of service responsibilities outside of faculty governance which also demonstrate evidence of service, including but not limited to administration-led task forces, research or other mentorship for college or university-wide programs (e.g., McNair Scholars), service to university programs (e.g., Center for Teaching and Educational Technology, HUB Cultural Center, etc.), and university-wide search committees.

Service to the Community

For the department, both service to the profession and the discipline is recognized here. In addition, public and community service may range from the local community to larger state, national or world communities. "Local community" may be the community of residence or the Bay Area community. Services outside the campus community can take many forms, but the Department RTP Committee will attach greater value to activities that utilize the candidate's

special training or skills, have educational value, and/or enhance the reputation of the psychology department or university.

Examples of community service may include, but are not limited to, the following

- the development of a service-learning course;
- 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;
- serving as an officer of regional or national academic/professional organizations;
- serving as a board member or similar participation for an external nonprofit, or governmental organization;
- participation in local / regional nonprofits, agencies, or community organizations
- pro bono or reduced rate consulting, coaching or other professional work;
- speaker to a community or a professional association; and
- committee or task force work member for an academic or professional association.

Sources of Evidence

1. Curriculum Vitae. Should document service activities at all levels. Undergraduate research activities shall also be noted here. Probationary candidates should bold text to indicate service that is new for the current cycle. Candidates for professor should only include service activities accomplished since promotion to associate.

2. Self-Assessment. Candidates should describe the goals, time-commitment, scope, responsibilities and contributions made in service activities. Candidates for professor should present a narrative that outlines incremental deepening of service since promotion to associate.

3. Index of Appropriate Evidence (and Evidence File). Examples of evidence may include products that the candidate led or contributed to such as but not limited to policy revisions, task force reports, and guidelines. Upon promotion, candidates may include letters of support from colleagues outlining the service contributions made by the candidate.

Requirements for Tenure and Promotion to Associate Professor

Across the period from initial tenure-track appointment to recommendation for tenure and promotion to associate professor, in order to meet department expectations, the candidate is expected to complete the following minimal criteria:

Department Service. Beginning in the second semester of the first year, and deepening in years 2-6, candidates must, at minimum, participate in the following:

- One to two department committees and/or initiatives per cycle
- Involvement of two or more undergraduates in research activities for at least half of the years under probationary review.
- Yearly participation in university and college led initiatives such as, but not limited, to Seawolf Decision Day, first-year and transfer orientations, contribution to the creation and revision of department policies or curricular revisions, and program assessment. Participation should be documented on the candidate's CV. The evidence file should substantiate the candidate's contributions and include items such as newly developed or revised policies.

University Service. Participation in 1) at least one university-wide shared governance committee (3-year appointment or equivalent) and in 2) one college-level committee or initiative or university-level task force or initiative. The evidence file should substantiate the candidate's contributions to shared governance, as well as their contributions at the college and university levels.

Community Service. Ongoing substantive contributions of one or more forms of community service. Candidates are encouraged to check with their committees for guidance on opportunities outside the list. The evidence file must provide evidence to substantiate the candidate's meaningful contributions to community service.

Requirements for Promotion to Professor

Associate professors are expected to show ongoing substantive participation and leadership in department, college, university, and community service. Across the period from associate professor to recommendation for promotion to professor, in order to meet department expectations, the candidate is expected to complete the following minimal criteria:

Department Service. Ongoing yearly, engaged participation in two or more department committees and/or initiatives per year, in addition to yearly participation in university- and college-led initiatives. Candidates for professor must demonstrate leadership contributions such as serving as department chair, chairing department RTP, curriculum and/or search committees, coordinating program reviews and assessment activities, and taking the lead on creation or revision of department policies.

Involvement of two or more undergraduates in research activities for at least half of the years since promotion to associate professor.

University Service. Following promotion to associate professor, candidates must demonstrate consistent, ongoing, yearly, substantive participation in shared governance, college- or university-level committees, task forces, or initiatives. Candidates shall show evidence of leadership activities including but not limited to chairing governance committees, leading university or college initiatives and/or task forces, and serving on university-wide searches.

Community Service. Ongoing, consistent substantive contributions of one or more forms of community service. Candidates are encouraged to check with their committees for guidance on opportunities outside the list.

DEPARTMENT CRITERIA FOR EARLY TENURE AND PROMOTION

Recommendations for early tenure and promotion are made only when a candidate's record is exceptional in each of the three areas of teaching, scholarship, and service. The Psychology department also requires that the following conditions be met. First, candidates for early tenure/promotion must not have received service credit. One or more years of service credit already allows the candidate to apply for tenure prior to the 6th probationary year. The department is highly unlikely to recommend early tenure for candidates with service credit because we find it unlikely that the equivalent of six years of progress in teaching, research and service can be sufficiently demonstrated in four years or fewer. Second, we expect evidence that the candidate exceeds department criteria for promotion to associate professor *for all three evaluation areas*.