

## **Standards and Criteria for Retention, Tenure and Promotion**

### **Department of Psychology Cal Poly Humboldt**

The members of the Department of Psychology approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Effective AY 2021-2022). NOTE: This version of Appendix J is available at <https://hraps.humboldt.edu/hsu-faculty-handbook-appendix-j>. Candidates should meet with both the Chair and IUPC to review their file (see Appendix A of this document for suggested format).

#### **Diversity, Equity, and Inclusion**

The Department of Psychology is dedicated to creating and fostering an inclusive and equitable environment that is accepting and supportive of people across their range of differences, including, but not limited to, differences in values, identities, life experiences, cultures, and abilities. We understand diversity is multifaceted and intersectional with complex interplays between age, sex, gender identity, race, ethnicity, socioeconomic status, sexual orientation, ability status, political affiliation, religion, and region, among other relevant factors. We value these differences as strengths and believe they are fundamental to the success of our classes, major, and field. We recognize that these interplays often create structural barriers to traditional pathways of higher education, and we aim to limit the impact of these barriers for faculty.

#### **Cultural Taxation**

The Department of Psychology recognizes the impact of cultural taxation on individual faculty. Cultural taxation is often not rewarded or acknowledged in review for tenure and promotion. Cultural taxation may lead to faculty of color, LGBTQ+ faculty, and female-identified faculty serving on disproportionate numbers of campus committees, perform additional university service, and potentially having an increased advising workload as a result of shared identity between students and a faculty member. Additional examples of activities that may be related to cultural taxation include: excessive office hours to address individual students' needs, completion of an inordinate number of CARE reports, ongoing collaboration with other faculty to support individual student success, and routine coordination of student access to mental health and medical resources in the campus and community. Faculty affected by cultural taxation are encouraged to explain their efforts and circumstances in the service section of the PDS, noting the departmental expectations and quantifying the additional time investments that they have made for students. This information can be further substantiated through letters evaluating faculty teaching and mentoring from colleagues, the IUPC, and/or students.

#### **Exceptional Situations**

The Department of Psychology recognizes that faculty have experienced and may continue to experience unprecedented challenges related to regional and national circumstances. For example, in Fall 2019, campus closures stemming from Public Safety Power Shutoff events disrupted course schedules, research and creative activities, and engagement in service. In Spring 2020, the public health response to COVID-19 required all face-to-face instruction to move online following Spring Break and the cancellation of all non-essential university travel. These events had a cascading effect on the capacity of faculty to achieve teaching excellence in Spring, 2020. Moreover, shelter-in-place orders led to the cancellation or postponement of research and creative activities as well as service opportunities. In these circumstances, therefore, activities such as accepted presentations canceled due to COVID-19 or other emergent situations should carry the same weight as completed presentations.

### **Overview of the RTP Process**

Faculty applying for tenure and/or promotion are evaluated in the areas of Teaching, Scholarship, and Service. The most important of these shall be teaching. A record of teaching excellence, combined with an “Acceptable” level of performance in scholarship and service shall be considered strong justification for promotion. Examples for a positive promotion and/or tenure decision are reflected in the following combinations (Table 1) for using “Minimum Essential,” “Good,” and “Excellent” as evaluative categories.

**Table 1. Acceptable Performance in Scholarship and Service via Excellent, Minimum Essential, and Good Ratings**

<b>Scholarly/Creative Activities</b>	<b>Service</b>	<b>Outcome</b>
Good	Good	Acceptable
Excellent	Minimum Essential	Acceptable
Minimum Essential	Excellent	Acceptable

We remind the Psychology Department that for promotion to Professor, the evaluation must reflect contributions made after submission of materials for promotion to Associate Professor.

### **Early Tenure**

While candidates may apply for early tenure before the traditional six-year timeline, the Department encourages candidates to maximize their chances of success by pursuing early tenure only one year before the traditional timeline, if appropriate. Faculty seeking early tenure before the normal six-year probationary period must meet the following criteria:

- a) Such consideration is initiated in consultation with the department chair and the IUPC.

- b) The length and breadth of the faculty unit employee's teaching, scholarship, and service are sufficient to provide a high expectation that the prior patterns of achievement and contribution will continue.

Explanations for the criteria follow.

### **I. Teaching**

Tenure-track faculty are expected to carry out essential duties, such as: a) being available during regular office hours for student consultation, and b) providing advising to assigned advisees with the goals of success in the major, preparation for work or graduate school, and timely graduation. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.

It is expected that teaching performance will continue to improve over time, and teaching excellence is required for promotion to Associate Professor and Professor. Teaching effectiveness is evaluated comprehensively based on the following sources: collegial letters (first from department members and then from outside sources who have opportunity to evaluate the candidate's teaching effectiveness), student letters, and anonymous student evaluations.

As a primary means of evaluation, all tenure-track members of the Psychology Department (unless they are on an approved, extended leave, such as sabbatical) are expected to write collegial letters that include commentary on the classroom observations of the candidate. Tenured status faculty are expected to provide evaluative commentary. Collegial letters should document multiple observations over time and address the use of specific teaching strategies.

The Department of Psychology believes that anonymous student evaluations can be a valuable way to assess teaching effectiveness from the students' perspectives, and that faculty should use the data from these evaluations to inform their teaching. Faculty are encouraged to allow time in class for students to complete evaluations in order to maximize response rates and thereby the representativeness of student comments and ratings.

There are, however, some complexities to consider regarding the meaning of these evaluations. The Department of Psychology recognizes that there are also limitations to using anonymous student evaluations to evaluate teaching.

There is clear empirical evidence that anonymous student evaluations are heavily biased against female-identified faculty, faculty of color, and LGBTQ+ faculty. These faculty members are also

more likely to report inappropriate and/or harassing language in anonymous student evaluations. Cal Poly Humboldt has noted an increase in students' use of harassing language toward faculty in evaluations. Furthermore, anonymous student evaluations are often lower for courses with more rigorous content. One-time student evaluations cannot assess changes in learning or changes in perceptions of the instructor. Interpreting student evaluations in the right context is crucial. For these reasons and others, the Psychology Department will rely heavily on explanations and reflections of anonymous student evaluations in the PDS with an emphasis on clear plans for improvement. In the following criteria, while minimum average scores are specified below, they are not demarcated as indicators of excellence in teaching.

***Information Provided by Letter Writers***

For the purposes of evaluating teaching effectiveness in collegial letters, the following activities are examples of what may be evaluated based on class observations. These activities should also be explicitly described by the candidate in the PDS.

**1. Diversity, Equity, & Inclusion:**

- a. The candidate's efforts and accomplishments related to creating a more inclusive and culturally responsive learning environment, including but not limited to: equitable treatment and opportunities for student success, integration of diverse perspectives and worldviews into the curriculum, encouraging and supporting students to share their diverse experiences and work collaboratively with others, inclusion of a variety of ways for students to demonstrate mastery of course material, and participation in professional development activities that enhance teaching effectiveness consistent with principles of diversity, equity, and inclusion.

**2. Direct Instruction Strategies that may be Evaluated:**

- a. The candidate's application of teaching to other environments, such as workshops, guest lectures, co-teaching activities, or service-learning;
- b. Thoughtfulness and pedagogical soundness of course syllabi and assignments;
- c. The candidate's effective use of learning management systems and other technologies.

**3. Supervising and Mentoring Students:**

- a. This area may include academic advising and career mentoring of students and/or supervising student-assistants;
- b. Providing additional observation, evaluation, and/or support outside of the typical classroom environment as supported by student letters or collegial observation, as described in the PDS.

**4. Developing of Teaching Materials and Curriculum:**

- a. This may include developing teaching materials such as course outlines, study guides, instructional manuals, case studies and simulations and/or other content used in the classroom;
- b. Developing and/or revising curriculum outcomes and assessment methodologies for assigned courses;
- c. Designing or developing courses for alternative instruction modalities.

**5. Professional Development Activities in Teaching:**

- a. This may include reviewing pedagogical literature;
- b. Planning, participating in, and/or attending professional development activities that support teaching;
- c. Conducting research related to teaching (note that scholarship of teaching and teaching-related publications may be counted in the scholarship category of the PDS).

**6. Supervising Students in the Development of Scholarship:**

- a. Engagement and mentoring of students in the development of scholarship is highly desirable in applicable programs (i.e., Academic Research). Faculty who instruct students in research may receive additional recognition for teaching excellence over and above that received in the previous sections.
- b. Such activities might include those that result in student authorship (either independently or as a co- author) on peer-reviewed presentations or publications as well as other forms of active engagement in projects that are not disseminated (or are disseminated without student authorship credit). Within this category, candidates should detail:
  - i. Student contributions and experiences (e.g., student involvement in research tasks),
  - ii. Student outcomes resulting from these experiences (e.g., admissions to Ph.D. program in related fields, student authorships on presentations and publications);
  - iii. Student evaluations of these experiences (e.g., student letters addressing the value of the experience). For activities that do not involve peer-reviewed dissemination, faculty must document in detail student involvement and faculty mentoring/instruction so that faculty letter writers can evaluate the contribution.

**Assessment of Contributions**

Contributions are organized into two categories.

**Category A- Teaching Excellence for Promotion to Associate Professor** includes:

1. Communicates clearly course objectives, policies, and grading criteria in all classes;
2. Utilizes course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and that enable students to achieve course goals and outcomes;
3. Provides evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process;
4. Creates and fosters a safe, welcoming, and inclusive classroom environment that is accepting and supportive of people across their range of differences, including, but not limited to, differences in values, identities, life experiences, cultures, and abilities;
5. Makes consistent efforts to improve and adapt teaching with innovative methods such as developing original content or use of active and applied learning strategies;
6. Participates in professional development activities (e.g., attends conferences / workshops, takes courses) designed to enhance the candidate's teaching and advising effectiveness;
7. Evaluation scores should show a pattern of improvement over time. No item average should fall lower than 3.5. Scores that fall below this criterion should receive additional explanation of relevant context, and reflection in the PDS. A clear plan for improvement, if applicable, should be specified. Consideration will be made for circumstances resulting from the limitations of anonymous student evaluations, such as those mentioned above, as addressed through the PDS and collegial letters.

**Category B- Indicators of Teaching Excellence for Promotion to Professor** includes:

1. Develops and implements new/innovative courses and/or course approaches;
2. Effectively supervises students in original research and/or applied projects;
3. Engages in ongoing mentoring of students above required advising duties;
4. Conducts workshops or seminars that enhance teaching within the department, college, university, or profession;
5. Receives a college-, university- or discipline-based teaching/faculty award;
6. Mentors and/or assists other faculty in their teaching efforts, and/or shows leadership in departmental teaching/advising efforts and goals;
7. Demonstrates initiative in developing departmental program curriculum;
8. Works toward equitable learning opportunities and activities via equity-minded best teaching practices (e.g., integrating diverse voices into the curriculum; acknowledging historical exclusion and bias in the field of psychology; providing multiple ways for students to demonstrate course mastery);
9. Achieves a clear pattern of maintaining and/or improving teaching evaluations. No item average should fall lower than 3.5. Scores that fall below this criterion should receive additional explanation of relevant context, and reflection in the PDS. A clear plan for improvement, if applicable, should be specified. Consideration will be made for circumstances resulting from the limitations of anonymous student evaluations, such as those mentioned above, as addressed through the PDS and collegial letters.

**Evaluation of Level of Accomplishment**

**Retention, Tenure, and Promotion to the Rank of Associate Professor**

The IUPC shall evaluate the teaching activities of faculty being considered for tenure. Below are the activities required for “Excellent” in teaching activities for promotion to Associate Professor (Table 2).

**Promotion from Associate Professor to the Rank of Professor**

Candidates advancing from Associate Professor to Professor are expected to expand their level of leadership in teaching activities. The IUPC shall evaluate the teaching activities of faculty being considered for Professor. Below are the activities required for “Excellent” in teaching activities for promotion to Professor (Table 2).

**Table 2. Minimum Activities Required for Achievement of Excellence in Teaching for Retention, Tenure and Promotion**

<i>Associate Professor</i>	<ul style="list-style-type: none"> <li>● All Category A</li> </ul>
<i>Professor</i>	<ul style="list-style-type: none"> <li>● All Category A</li> <li>● 2 Category B, or other equivalent activities that indicate mastery</li> </ul>

**II. Scholarship and Creative Activities**

The Department expects candidates to demonstrate contributions to knowledge in their area of specialization. It is expected that scholarship/creative activities and accomplishments will increase in scope, significance, and leadership increasing with rank. At least some of the contributions should provide evidence of student involvement. It is expected that a faculty member will provide evidence of efforts toward the dissemination of original research in peer-reviewed publications and/or evidence of efforts toward the submission of extramural research grant proposals. *It is not expected that all candidates will have contributions aligned with these goals. Scholarship should be evaluated based on what is appropriate for the candidates’ sub-discipline within psychology as well as their individual research trajectory and focus, as supported by the Department Chair and the IUPC.*

The Department of Psychology also recognizes an expanded view of scholarship that is consistent with the Boyer Model. As such, scholarship products developed outside the traditional peer-reviewed publication and presentation avenues must be thoroughly described by the candidate in terms of their meaningfulness and application to the discipline. Furthermore, the meaningfulness and application of these products must be substantiated by project stakeholders and evaluative evidence of peer review, editorial review, collegial review, and/or

content from students or others involved in the product. *Candidates should consult with the IUPC and dean before embarking on potential scholarly products that fall outside the traditional peer-reviewed publication and presentation domains.* Examples of such products might include:

- a. Publications or presentations that present guidelines or models for collaboration between specialists.
- b. Development and delivery of cross disciplinary workshops or trainings that focus on translating current research to improve practices and procedures.
- c. Creation and implementation of research-based intervention programs for institutions or agencies.
- d. Development of curriculum based on data collection and literature review, when disseminated beyond Cal Poly Humboldt.

### ***Information Provided by the Candidate***

Candidates should address the quality of each scholarship contribution in the PDS. In particular, candidates should provide a brief summary of the activity or product, discuss the impact and significance of the work, describe where their work appears (e.g., outlet, conference), and outline student involvement in the research. *For scholarship contributions that do not receive traditional peer or editorial review, candidates are to discuss with the IUPC appropriate means for assessment of these contributions before formally engaging in the project to avoid potential conflict and confusion at the time of official evaluation.*

Candidates may also address whether scholarship activities contribute to our departmental goals of diversity, equity, and inclusion. These contributions may include, but are not limited to: research that focuses on elucidating the lived experience of individuals and gives voice to minoritized populations, scholarship that generates or disseminates knowledge regarding minoritized groups or diverse worldviews that have been historically underrepresented in the research literature, community-based and participatory action research, efforts at designing and conducting ethical research that acknowledges its positionality and limits the disempowerment of minoritized research participants (e.g., critically thinking about the composition of the research team, recruitment practices, design of procedures and measures, and the way in which the data are disseminated such as allowing communities to benefit from the results of the research). *It is not expected that all candidates will have contributions aligned with these goals. Scholarship should be evaluated based on what is appropriate for the candidates' sub-discipline within psychology as well as their individual research trajectory and focus.*

### ***Information Provided by Letter Writers***

Letters from departmental and other faculty should address the quality of scholarship contributions, the application to the discipline, and the candidate's quality of involvement.



This information will carry more weight when the letter writer's expertise overlaps with that of the candidate. For candidates applying for tenure and/or promotion, two external letters evaluating scholarship are required. External letters are defined as letters from the candidate's colleagues outside of the institution who can speak to the candidate's scholarship. It is very difficult for the College Personnel Committee and the University Faculty Personnel Committee to evaluate scholarship outside of their areas of expertise. Supportive letters by scholars within the candidate's field help review committees understand the importance and impact of the scholarship within a disciplinary context. It is the duty of the candidate to provide contact information for scholars in their discipline so that the department ASC, Chair, and/or the IUPC may solicit these outside letters in a timely manner in support of each candidate.

### **Assessment of Contributions**

Contributions are organized into two categories.

#### **Category A Contributions:**

1. Peer-reviewed publications
  - a. Publications for this section include journal articles, monographs, review articles, and other contributions submitted for peer review.
  - b. Candidates should address the significance and importance of their publications in their PDS. For work with multiple authors, the candidate should detail their specific contributions to the paper.
2. Published/edited books/book chapters/workbooks
  - a. Published/edited books.
  - b. Book chapters in reputable edited books.
  - c. Study guides and workbooks to accompany other texts.
  - d. Evaluations of quality and significance are based on factors including, but not limited to, the reputation of the publishing house, the scope of the work, and the audience. Candidates should address the significance and importance of their publications in their PDS.
3. Extramural Research Grants: Funded significant extramural grants in support of original research (whether for instrumentation, personnel, student research stipends, educational opportunities, or operating expenses). An unfunded grant proposal may be used as one of the two contributions required from Category A if the proposal was submitted to an established funding agency and was subjected to competitive evaluation by peers. Intramural funding should have been awarded if no extramural grant was awarded for both promotions to Associate and Professor.

#### **Category B Contributions:**

1. Funded Intramural Grants: Seed grants for research, graduate student support, etc., awarded by on-campus or CSU-based selection committees.
2. Technical Reports: Non-peer-reviewed technical reports presented in completion of contracts that have a substantial scholarly value.
3. Software and Instructional Materials: Non-peer-reviewed 'courseware', tutorials, or software developed for innovative instruction or specialized research uses and disseminated. These contributions shall be evaluated based on evidence of value to the discipline.
4. Other Non-Peer-Reviewed Publications: Professional letters, professional book reviews, and other publications in the discipline that have been disseminated.
5. Extramural Meeting Presentations: Scholarly presentations at regional, national or international meetings, conferences, or symposia (including such meetings when they are held on campus).
6. Invited Lectures: At universities or extramural conferences.
7. Academic Seminars: e.g., Departmental Seminars at other universities.
8. Other Unpublished Materials: Manuscripts in preparation, grant proposals in preparation, student theses in progress, research data sets, and the like. Such unpublished contributions must be documented and evaluated (e.g., described in PDS and reasonably expected to appear or be submitted during the period under review. (For example, a WPAF submitted in September could include manuscript expected to be published before the end of the same academic year.)

#### **Other Contributions:**

1. There are a number of other categories for productivity listed in Appendix J. Contributions in these categories will be evaluated on an individual basis and must include peer-review. Contributions of this nature should be inherently related to the candidate's sub-discipline of psychology and may include, but are not limited to: blogging and/or podcasting on a scholarly topic, moderating online academic discussion groups, etc.
2. It is imperative that the candidate provide a detailed explanation of the contribution of these materials and the scope of dissemination; and that letter writers critically evaluate the candidate's contributions; and meaningfulness and application of the product to the discipline.

#### **Evaluation of Level of Accomplishment**

##### **Retention, Tenure, and Promotion to the Rank of Associate Professor**

The IUPC shall evaluate the *Research and Other Scholarly or Creative Activities* of faculty being considered for promotion to Associate Professor according to three categories of performance (new Appendix J; Table 3). Below are the minimum combination of activities

required for achievement of “Excellent,” “Good,” and “Minimum Essential” in scholarship activities for Promotion to Associate Professor (Table 3).

**Promotion from Associate Professor to the Rank of Professor**

For promotion to Professor, the Department of Psychology expects a faculty member to provide evidence of an ongoing pattern of a research program that encourages and provides for student involvement and maintains the standards required for tenure. In addition, the faculty member will provide evidence of leadership in scholarship and creative activities, such as contributions of proposals submitted as the lead investigator, publication of work by mentored students, or chairing technical committees. Professor is extended only to those faculty who are recognized by colleagues in their field and the University as achieving the highest level of respect. For this reason, expectations for scholarship for promotion to Professor exceed those of faculty seeking tenure. Further, Professor is only extended to candidates who demonstrate a commitment to student involvement in scholarship; this should be demonstrated in the candidate’s PDS and highlighted in the candidate’s publication and student presentation record.

Each member of the IUPC shall evaluate the *Research and Other Scholarly or Creative Activities* of faculty being considered for promotion to Professor according to three categories (from new Appendix J; Table 3). Below are the minimum combination of activities required for achievement of “Excellent,” “Good,” and “Minimum Essential” in scholarship activities for promotion to Professor (Table 3). All items reviewed for promotion to Professor must have been achieved *after submission of materials for promotion to Associate Professor*.

**Table 3. Scholarship Evaluation Table**

<i>Evaluation</i>	<i>Associate Professor</i>	<i>Professor</i>
Excellent	<ul style="list-style-type: none"> <li>● 3 <b>Category A</b> Contributions (<i>1 must be a peer-reviewed publication</i>)</li> <li>● Average of 2 <b>Category B</b> per year (<i>including service credit years</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● 4 <b>Category A</b> (<i>1 must be a peer-reviewed publication</i>)</li> <li>● Average of 2 <b>Category B</b> per year (<i>including service credit years</i>)</li> </ul>
Good	<ul style="list-style-type: none"> <li>● 1 <b>Category A</b> (<i>1 must be a peer-reviewed publication</i>)</li> <li>● Average of 2 <b>Category B</b> per year (<i>including service credit years</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● 2 <b>Category A</b> (<i>1 must be a peer-reviewed publication</i>)</li> <li>● Average of 2 <b>Category B</b> per year (<i>including service credit years</i>)</li> </ul>

Minimum Essential	<ul style="list-style-type: none"> <li>● 1 peer-reviewed publication from <b>Category A</b></li> <li>● Average of 1 <b>Category B</b> per year</li> </ul>	<ul style="list-style-type: none"> <li>● 1 peer-reviewed publication from <b>Category A</b></li> <li>● Average of 2 <b>Category B</b> per year;</li> </ul>
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*Note.* For the purpose of placing faculty under consideration for promotion to Associate Professor and Professor into the above performance groupings, additional contributions in Category A can be used to take the place of requirements from Category B. However, the reverse will not be true; additional contributions from Category B cannot be used to offset deficiencies in contributions from Category A.

### **III. Service**

Faculty service offers an opportunity to contribute to shared governance, faculty development, and organizational functioning of the department, college, university, and profession. Psychology faculty members are expected to maintain a consistent pattern of ongoing service across years eligible for review for retention, tenure, and promotion.

Tenure-track faculty are expected to carry out normal professional duties, such as regularly attending convocation, commencement, and department meetings, majors meetings, writing peer evaluations for colleagues and letters of reference for students, carrying out comprehensive and holistic student advising duties, and working collaboratively with colleagues. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.

The primary criteria for judging service are quality of service, breadth of service (e.g., leadership activities), and letter writers' evaluations of the work.

#### ***Information Provided by the Candidate***

Candidates should address the quality and significance of each service contribution in the PDS. More specifically, faculty should provide a summary of their work, the time involved, the level of participation, and, where appropriate, describe the outcomes of the service. As most service activities do not receive peer or editorial review, it is important for candidates to document their contributions in detail and solicit letters providing clear evaluations of their contributions.

Candidates should document, where appropriate, how their service activities are relevant to university-wide and departmental goals of diversity, equity, and inclusion. This could include, but is not limited to: addressing the needs of underserved and underrepresented students and communities; working to close opportunity and equity gaps; service that supports or increases

the visibility, representation and/or opportunities of minoritized groups on campus and in the larger community; advocacy efforts for minoritized groups; editing professional publications that focus on issues related to diversity, equity, and inclusion; and serving as a peer reviewer for professional conferences/symposia that emphasize diversity, equity, and inclusion.

### ***Information Provided by Letter Writers***

We encourage evaluative letters to address the extent and quality of service contributions. These letters are particularly valuable when they document and evaluate the extent of the candidate's contributions with a particular focus on quality and value of service, rather than providing a simple "thank you."

1.

The Department of Psychology recognizes that it is impossible to anticipate and list all possible forms of service. The service expectations listed in each category are not meant to be restrictive. We note that Appendix J, Section IX.B.5 provides that the candidate may submit an activity for evaluation that is not included in the core definition of service as put forth in Appendix J, Section IX.B.3. A candidate may make the case in the WPAF that an activity not listed in a category should count as a contribution to service for purposes of evaluation. The candidate's IUPC will determine whether or not the activity should be evaluated as part of the candidate's service and in which category of activity it will be placed.

In a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental committees, the candidate can make a case in the WPAF for exceptional consideration of weighting of activities in categories.

### **Assessment of Contributions**

Contributions are organized into three categories.

#### **Category A- Essential Departmental Service** includes:

1. Membership in departmental standing committees: May include, but is not limited to, graduate program committees, the undergraduate curriculum committee, assessment committee, and the IUPC. For each activity faculty should document time commitment and their contributions to committee products.
2. Membership in departmental ad hoc committees: May include, but is not limited to, search committees, scholarship review committees, and hiring committees. For each activity faculty should document time commitment and their contributions to committee products.

3. Serving as chair or committee member on graduate thesis or project/portfolio committees.

**Category B- Breadth of Service** includes:

1. Membership in college and university committees;
2. Involvement in student activities such as sponsoring a student organization and coordinating the research participation pool;
3. Serving as a departmental representative to university and community events;
4. Community service that clearly relates to one's teaching and/or research foci. Thus, unrelated volunteer activities will not be considered. The candidate should disclose whether multiple reasons for participating in a particular community service activity exist (e.g., primarily participating in community service because of parent responsibilities or church membership);
5. Significant and unique service-learning projects connected to specific courses whose contributions exceed expectations for regular teaching and supervision. For each activity, faculty should document time commitment, develop and provide an assessment of the effectiveness of their activities (e.g., evaluation by individuals served), and arrange for regular collegial observation and evaluation of activities;
6. Award service credit for mentoring an excess of unusually high number of research student or academic advisees
7. Mentoring students regularly above the proportionate load shared by other departmental faculty, for example by advising students in other programs, departments, institutions or projects in their areas of expertise but not connected to their own work or student assignments.

**Category C- Service Leadership** includes:

1. Chairing departmental standing or ad hoc departmental committees.
2. Chairing College and University committees.
3. Mentoring fellow faculty with regard to research, instruction, technology use, service learning, or other pedagogies and practices.
4. Serving in leadership positions in professional organizations.
5. Editorial duties of academic or professional journals.
6. Editorial board membership.
7. Substantial ad hoc reviewing for journals (e.g., several reviews per year).
8. Organizing and coordinating professional conferences or activities.
9. Peer review for grant giving agencies.
10. Professional program accreditation reviews.
11. Leadership in activities that create/ensure inclusive learning environments.
12. Leadership in assessing and/or implementing activities that practice equity-minded pedagogy.

13. Public media appearances/consultancies based on expertise.

### **Evaluation of Level of Accomplishment**

#### **Retention, Tenure, and Promotion to the Rank of Associate Professor**

Each member of the IUPC shall evaluate the service activities of faculty being considered for promotion to Associate Professor. Below are the minimum combination of activities required per year, on average, for achievement of “Excellent,” “Good,” and “Minimum Essential” in service activities for Promotion to Associate Professor (Table 4).

#### **Promotion from Associate Professor to Rank of Professor**

Candidates advancing from Associate Professor to Professor are expected to expand their level of leadership in service activities. For example: Rather than serving on a committee, it is expected that a candidate take a leadership role on the committee.

Each member of the IUPC shall evaluate the service activities of faculty being considered for Professor. Below are the minimum combination of activities required per year, on average, for achievement of “Excellent,” “Good,” and “Minimum Essential” in service activities for promotion to Professor (Table 4). Items reviewed for promotion to Professor must have been achieved *after promotion to Associate Professor*.

**Table 4. Service Evaluation Table**

<i>Evaluation</i>	<i>Associate Professor</i>	<i>Professor</i>
Excellent	<ul style="list-style-type: none"> <li>● All <b>Category A</b></li> <li>● 4 distinct <b>Category B</b>, no more than three of which can be the same type.</li> </ul>	<ul style="list-style-type: none"> <li>● All <b>Category A</b></li> <li>● 4 distinct <b>Category B</b></li> <li>● 3 distinct from <b>Category C</b>, no more than two of which can be from the same type.</li> </ul>
Good	<ul style="list-style-type: none"> <li>● All <b>Category A</b></li> <li>● 3 distinct <b>Category B</b>, no more than three of which can be the same type.</li> </ul>	<ul style="list-style-type: none"> <li>● All <b>Category A</b></li> <li>● 3 distinct from <b>Category B</b></li> <li>● 2 distinct from <b>Category C</b></li> </ul>
Minimum Essential	<ul style="list-style-type: none"> <li>● All <b>Category A</b></li> <li>● 2 distinct <b>Category B</b></li> </ul>	<ul style="list-style-type: none"> <li>● All <b>Category A</b></li> <li>● 2 distinct <b>Category B</b></li> <li>● 1 distinct <b>Category C</b></li> </ul>

## Appendix A

### Sample Tables for Scoring File

The table below provides a format for detailing scoring of a candidate's file. The candidate, IUPC, and Chair should use this format. Please list each item in a separate row. Indicate whether the criteria has been met or sum points and place them in the final row. In the PDS, place these tables at the end of the relevant section.

### Teaching

<b>Category A</b>	<b>Item met Y/N</b>
1. Clearly communicates course objectives, policies, and grading criteria in all classes.	
2. Utilizes course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and that enable students to achieve course goals and outcomes.	
3. Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process.	
4. Creates and fosters a safe, welcoming, and inclusive classroom environment that is accepting and supportive of people across their range of differences, including, but not limited to, differences in values, identities, life experiences, cultures, and abilities.	
5. Consistent efforts to improve and adapt teaching with innovative methods such as developing original content or use of active and applicable learning strategies.	
6. Participates in professional development activities (e.g., attends conferences / workshops, takes courses) designed to enhance the candidate's teaching and advising effectiveness.	
7. Achieves a clear pattern of maintaining and/or improving teaching evaluations. No item average should fall lower than 3.	
<b>All items must be met</b>	
<b>Category B</b>	
1. Develops and implements new/innovative courses and/or course approaches.	



2. Effectively supervises students in original research and/or applied projects.	
3. Engages in ongoing mentoring of students above required advising duties.	
4. Conducts workshops or seminars that enhance teaching within the department, college, university, or profession.	
5. Receives a college-, university- or discipline-based teaching/faculty award.	
6. Mentors and/or assists other faculty in their teaching efforts, and/or shows leadership in departmental teaching/advising efforts and goals.	
7. Demonstrates initiative in developing departmental program curriculum.	
8. Works toward equitable learning opportunities and activities via equity-minded best teaching practices (e.g., integrating diverse voices into the curriculum; acknowledge historical exclusion and bias in the field of psychology; provide multiple ways for students to demonstrate course mastery).	
9. Achieves a clear pattern of maintaining and/or improving teaching evaluations. No item average should fall lower than 3.5.	
<b>Total number</b> ( <i>2 needed for Professor</i> )	

## Scholarship

Category A: Types of Activities	List distinct activities per type
1. Peer reviewed publications <i>* 1 required</i>	
2. Published/edited books/book chapters/workbooks	
3. Extramural Grants	
<b><i>Total # distinct activities</i></b>	
Category B: Types of Activities	List distinct activities per type
1. Funded Intramural Grants	
2. Technical Reports	

3. Software and Instructional Materials	
4. Other Non-Peer-Reviewed Publication	
5. Extramural Meeting Presentations	
6. Invited Lectures	
7. Academic Seminars	
8. Other Unpublished Materials	
<i>Total # distinct activities</i>	
<b>Other Contributions: List Type</b>	<b>List distinct activities</b>
<i>Total # distinct activities</i>	

### Service

<b>Category A</b>	<b>List distinct activities</b>
1. Member departmental standing committees	
2. Member departmental ad hoc committees	
3. Chair or committee member in graduate theses committees	
<i>All items must be met</i>	
<b>Category B</b>	<b>List distinct activities</b>
1. Member College and University committees	
2. Involvement in student activities	
3. Serving as a departmental representative to University and Community events	
3. Community service	

4. Significant and unique service-learning projects	
5. S-factor overloads	
6. Mentoring students regularly above proportionate load	
<b><i>Total # distinct activities</i></b>	
<b><i>Total # types covered</i></b>	
<b>Category C</b>	<b>List distinct activities</b>
1. Departmental standing or ad hoc committees Chair	
2. College and University committee Chair	
3. Mentoring fellow faculty	
4. Leadership positions in professional organizations	
5. Academic or professional journals editorial duties	
6. Editorial board membership	
7. Substantial ad hoc reviewing for journals	
8. Organizing and coordinating professional conferences or activities	
9. Peer review for grant giving agencies.	
10. Professional program accreditation reviews	
11. Leadership in activities that create/ensure inclusive learning environments	
12. Leadership in assessing and/or implementing activities that practice equity-minded pedagogy	

13. Public media appearances/consultancies based on expertise	
<i>Total # distinct activities</i>	
<i>Total # types covered</i>	
<b>Other Contributions</b>	<b>List distinct activities</b>
<i>Total # distinct activities</i>	