

California State University, Long Beach  
College of Liberal Arts

**PSYCHOLOGY DEPARTMENT**  
**REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY**

Revised October 14, 2010

Approved by CLA Faculty Council Fall 2010

Approved January 28, 2011 by Department on 10-Day Notice

The purpose of this policy is to describe the process and standards that shall be used to evaluate candidates for reappointment, tenure, and promotion in the Psychology Department at California State University, Long Beach. The standards set forth are intended to affirm and develop the principles expressed in both the University-level and College-level RTP documents. By setting clear standards, the Psychology Department expects that each candidate will realize the high promise that is characteristic of its faculty members.

It is expected that each candidate for reappointment, tenure, and promotion will have a unique profile regarding accomplishments in (a) Instruction and Instructionally-Related Activities, (b) Research, Scholarly and Creative Activities (RSCA), and (c) Service. The standards in this document are intended to provide clear criteria for evaluation while maintaining some flexibility for candidates to meet them. This document is not intended to provide a simple checklist for success. Rather, candidates are expected to demonstrate excellence relative to the stated criteria. Members of the Psychology Department RTP committee are expected to use their best professional judgment in applying the criteria and evaluating all candidates consistently.

**I. RESPONSIBILITIES**

A. The candidate is responsible for addressing RTP standards established in the University-level, College-level, and Department-level RTP documents. The candidate also has the primary responsibility for collecting and presenting the evidence of accomplishments. Candidates should take special care to prepare a succinct and clear narrative that presents the case for reappointment, tenure, and/or promotion. In addition, candidates should make every effort to participate in the mentoring process and seek guidance from a variety of sources, including the Department chair, Department RTP committee, the College Dean, and the Associate Vice President for Faculty Affairs to fully understand the process and standards.

B. The Department Chair is responsible for ensuring effective mentoring and support for candidates in their efforts to develop as teachers, scholars, and members of the University community. The Department Chair is responsible for ensuring that the RTP procedures established by the University (e.g., Office of Academic Affairs) and the Collective Bargaining Agreement regarding evaluation of candidates are followed. The Department Chair is encouraged to submit an independent evaluation of each candidate except where prohibited by College or University RTP documents.

C. The Department RTP Committee has primary responsibility for evaluating the candidates' materials and makes the initial recommendation to the College and University regarding

1 reappointment, tenure, and/or promotion. The Department RTP committee shall consider both  
2 expectations and other highly valued activities specified in this document in deriving a  
3 recommendation.

4  
5 *1. Formation of Department RTP Committees.* Normally, two committees composed of five  
6 voting members will be formed, which may have overlapping members. The committee  
7 considering actions of (a) promotion to Professor, (b) reappointment or tenure of an  
8 Associate Professor, or (c) reappointment or tenure of a Professor shall be restricted to  
9 tenured faculty members with the rank of Professor. The committee considering actions of  
10 (a) reappointment of an Assistant Professor or (b) tenure and/or promotion of an Assistant  
11 Professor shall be restricted to tenured faculty with the rank of at least Associate Professor  
12 who are themselves not being evaluated in the RTP process that year. If it is not possible to  
13 obtain five-member committees of Psychology Department faculty members, the committee  
14 shall consist of at least three members. In all cases, the committee is responsible for forming  
15 a majority decision.

16  
17 *2. Eligibility.* All eligible faculty members as described above, in the Collective Bargaining  
18 Agreement, and in Academic Senate Policy are candidates for RTP committees with the  
19 restriction that a faculty member who serves one year at either the Departmental or College  
20 RTP committee level may choose to not be listed on the ballot the following year. Faculty  
21 members on sabbatical during the time of review may choose not to serve but should  
22 normally be listed on the ballot the next year. As stated in the University RTP document,  
23 faculty members participating in the Faculty Early Retirement Program (FERP) are eligible  
24 for service on the department RTP committee, if requested by the majority vote of tenured  
25 and probationary faculty members of the department and approved by the President.  
26 However, RTP committees may not be made up solely of faculty participating in the FERP.

27  
28 *3. Election Procedure.* Election of each RTP committee shall be by majority vote of eligible  
29 faculty members as determined by the Collective Bargaining Agreement. The election  
30 procedure will be as follows: On all ballots all nominees shall be listed in random order.  
31 There will be two parts on all ballots. On the first part, voters will vote for all those nominees  
32 that they consider acceptable for membership on the committee. On the second part, eligible  
33 faculty members will vote for up to five that they would most prefer. If five or more  
34 nominees receive a vote of acceptance on 50% or more of the ballots cast, the five receiving  
35 the greatest number of votes on the second part of the ballot shall be elected. If a vacancy  
36 occurs prior to the commencement of the RTP process, the person receiving the next highest  
37 numbers of votes (in addition to at least 50% acceptance) shall serve as a replacement. If  
38 only three or four nominees achieve a vote of acceptance on 50% or more of the ballots cast,  
39 then these individuals will comprise the committee. If less than three nominees achieve a  
40 vote of acceptance on 50% or more of the ballots cast, then the Department Chair, in  
41 consultation with the candidate(s), shall identify qualified faculty members from outside the  
42 department to stand for election to the Psychology RTP committee(s). Once the outside  
43 candidates have been identified, the normal election procedure shall occur.

44  
45 D. All Department tenured and probationary faculty members are encouraged to provide  
46 effective support and mentoring to candidates in their efforts to develop as teachers, scholars,

1 and members of the University community. Faculty members are encouraged to voluntarily  
2 archive electronic copies of their past Professional Data Sheet and Narrative with the Department  
3 for the express purpose of making these documents available to future candidates engaged in the  
4 RTP process. Faculty members may also choose to share supporting documents from their  
5 previous RTP files with candidates.  
6

## 7 **II. EXPECTATIONS BY RANK**

### 8 Reappointment, Tenure and/or Promotion Decisions

9  
10  
11 The Expectations specified in sections III, IV and V are used for decisions of reappointment,  
12 tenure, and promotion. In recognition of the divergent academic profiles among excellent faculty  
13 members, candidates for tenure and promotion are further expected to provide evidence of  
14 engagement in at least two Additional Highly Valued Activities in one area of evaluation  
15 (Instruction and Instructionally-Related Activities, RSCA, or Service Activities). These  
16 Additional Highly Valued Activities cannot substitute for Expectations but can provide evidence  
17 that the candidate maintains a productive instructional, scholarly, or service profile. Specific  
18 factors that provide context for the evaluation of Expectations and Additional Highly Valued  
19 Activities are listed in sections III, IV, and V.  
20

21 For reappointment, the Psychology Department accepts the standards articulated in the College  
22 and University RTP documents. Specifically, a candidate must demonstrate that he/she is making  
23 significant progress towards tenure. Regarding service expectations, most service activities are  
24 expected to be at the Department level and the overall service load should be appropriate to a  
25 new faculty member who is acclimating to the university. Evidence for achievement of  
26 additional highly valued activities is not required.  
27

28 For tenure and/or promotion to Associate Professor, sections III, IV and V specify the  
29 expectations and additional highly valued activities. Additionally, the College of Liberal Arts  
30 (CLA) RTP policy specifies that in order to receive a positive recommendation for promotion to  
31 Associate Professor, a candidate must make high-quality service contributions to the department  
32 and to either the college or the university.  
33

34 For promotion to Professor, sections III, IV and V specify the expectations and additional highly  
35 valued activities. The Psychology Department notes that the University RTP document calls for  
36 higher performance standards than those used for decisions on tenure and promotion to Associate  
37 Professor. In the area of teaching, candidates must sustain a high level of performance as  
38 specified in section III. The Psychology Department adopts the standards for RSCA and Service  
39 specified in the CLA RTP policy regarding promotion to Professor. The CLA RTP policy  
40 specifies that successful candidates for promotion to Professor will demonstrate high-quality  
41 contributions to the advancement, application, or pedagogy of his or her discipline or  
42 interdisciplinary fields of study. Moreover, the candidate is expected to have a substantial record  
43 of peer-reviewed work at the national and/or international levels. The CLA RTP document  
44 specifies that a successful candidate for promotion to Professor will have a substantive record of  
45 service that includes: (a) service at the department, college, and university levels; (b) a record of  
46 leadership in the University; and (c) a record of service in the community or the profession.

1  
2 Early Tenure and/or Early Promotion Decisions  
3

4 For early tenure and/or early promotion, the Psychology Department acknowledges that the  
5 University RTP document calls for higher standards than those for decisions of tenure and/or  
6 promotion conducted following the normal time interval. In addition, for cases of early tenure the  
7 record of distinction must inspire confidence that the pattern of strong overall performance will  
8 continue.  
9

10 With regard to the Psychology Department Expectations and Additional Highly Valued  
11 Activities outlined in sections III, IV, and V, candidates must provide compelling evidence of  
12 distinction in the areas of Instructional, RSCA, and Service that clearly exceeds in substantial  
13 ways the requirements for tenure and/or promotion. Furthermore, under the RSCA category, any  
14 candidate for early tenure and/or early promotion must achieve six or more RSCA  
15 accomplishments listed under the expectations. Of the minimum six accomplishments expected,  
16 at least four must be peer-reviewed journal articles. Candidates within the Psychology  
17 Department seeking early tenure and/or early promotion are encouraged to initially seek  
18 guidance from the Dean, Department Chair, and Department RTP committee.  
19

20 **III. INSTRUCTION AND INSTRUCTIONALLY-RELATED ACTIVITIES**  
21

22 Faculty members are expected to provide effective instruction in their discipline. Consistent with  
23 University-level and College-level RTP documents, the Psychology Department recognizes that  
24 effective instruction occurs both inside and outside the traditional classroom setting. The  
25 relevance of both the Expectations and Additional Highly Valued Activities below is specified in  
26 Section II, Expectations by Rank.  
27

28 A. Expectations. Candidates must provide convincing evidence that they have satisfied each of  
29 the following five expectations.

30 *1. Effective instructional strategies as evidenced by:*

- 31 • Statement of a well-reasoned teaching philosophy. In particular, candidates  
32 should discuss instructional goals and how these goals are manifested in their  
33 instructional activities, materials, and outcomes.
- 34 • Course syllabi consistent with catalog description, course level, and Academic  
35 Senate guidelines and policies. For each course instructed during the period of  
36 review, candidates should submit one (1) representative syllabus. For no more  
37 than two (2) selected courses, candidates may submit an additional syllabus to  
38 demonstrate course revisions and/or experimentation.
- 39 • Representative high-quality instructional materials (e.g., sample lecture, handout,  
40 activity, etc.). For each course instructed during the period of review, candidates  
41 should submit one (1) representative sample of instructional materials, not to  
42 exceed four (4) pages.
- 43 • Student course evaluation statistical summaries from each course in which the  
44 department required formal student evaluations during the period of review.
- 45 • (Optional) Written comments on student course evaluations
- 46 • (Optional) Peer observation of teaching

- 1 2. *Effective use of assessment techniques as evidenced by:*
- 2     • Representative high-quality assessment materials (e.g., sample tests, paper
- 3       assignments, reflection logs, etc.). For each course taught during the period of
- 4       review, candidates must submit one (1) sample of an appropriate assessment of
- 5       student learning outcomes.
- 6     • Grade distributions from all courses taught during the period of review.
- 7 3. *Active engagement in two or more of the following items:*
- 8     • Supervision of undergraduate student independent research projects
- 9     • Supervision of undergraduate and/or graduate student research assistants
- 10    • Chairing graduate student thesis committees
- 11    • Membership on graduate student thesis committees
- 12 4. *Efforts to develop as a teacher as evidenced by activities such as course revision and*
- 13 *updating, instructionally-related workshop attendance, reading books and literature on*
- 14 *teaching, consultations with instructional experts, etc.*
- 15 5. *Contributions to Academic Advising, if applicable.*
- 16     • Candidates who have received assigned time to provide formal academic advising
- 17       must submit a report of their activities per a procedure approved by the Dean or
- 18       designee.

19  
20 **B. Additional Highly Valued Activities.**

- 21 1. *Publication or presentation of teaching techniques*
- 22 2. *Teaching awards*
- 23 3. *Innovations in teaching (e.g., service learning, team learning, novel use of technology,*
- 24 *etc.)*
- 25 4. *Creation or substantial revision of standard course outlines*
- 26 5. *Creation of new courses or other substantial curriculum development*
- 27 6. *Exceptional degree of student mentoring*
- 28 7. *Student accomplishments (e.g., awards, presentations, graduate school admissions etc.)*
- 29 *directly related to work supervised*

30  
31 C. The following factors may be considered in evaluating the quality of the candidate's

32 instruction and instructionally-related activities. The Psychology Department does not make any

33 a priori judgments about the value of each of the following factors. Candidates may address any

34 of the following factors that are helpful in making the best case for their file.

- 35 1. *Level of courses taught (100, 200, 300, 400, 500, 600)*
- 36 2. *Size of classes taught*
- 37 3. *Intensity of writing in courses*
- 38 4. *Number of new preparations during period of review*
- 39 5. *Number of different courses taught during period of review*
- 40 6. *Candidate's experimentation with methodologies in attempting to improve teaching*
- 41 *effectiveness*
- 42 7. *Trends over time*
- 43 8. *Department norms*

44  
45 **IV. RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES (RSCA)**

46

1 Faculty members are expected to remain engaged in an ongoing program of scholarship that  
2 demonstrates intellectual and professional growth in the field of Psychology over time. All  
3 faculty members are expected to produce scholarly achievements that contribute to the  
4 knowledge-base of the discipline, are disseminated to appropriate audiences, and receive  
5 favorable review from professional peers prior to dissemination. Because the field of psychology  
6 is multi-disciplinary, the RTP committee is encouraged to pay careful attention to the unique  
7 value of each candidate's accomplishments. The relevance of both the Expectations and  
8 Additional Highly Valued Activities below is specified in Section II, Expectations by Rank.  
9

10 A. Expectations. Candidates are expected to actively engage in RSCA as evidenced by:

- 11 1. *Peer-reviewed journal articles*
- 12 2. *Peer-reviewed authored books*
- 13 3. *Funded major external research grants or cooperative agreements (comparable to NIH*  
14 *R03 grant or other external grants with substantial research components)*

15  
16 Ideally, candidates will achieve four or more RSCA accomplishments from the above list. No  
17 positive evaluation can be made when a candidate achieves fewer than three RSCA  
18 accomplishments. At least two of the RSCA accomplishments must be peer-reviewed journal  
19 articles. In addition, the Department RTP committee will evaluate the quality of both individual  
20 scholarly accomplishments and the overall body of work in determining whether to recommend a  
21 positive or negative RTP action.  
22

23 B. Additional Highly Valued Activities.

- 24 1. *Other peer reviewed publications (e.g., book chapters, proceedings, abstracts, etc.)*
- 25 2. *Non-peer reviewed publications (e.g., book chapters, book reviews, editorials, etc.)*
- 26 3. *Edited books*
- 27 4. *Conference presentations (both oral and poster presentations)*
- 28 5. *Invited presentations*
- 29 6. *Manuscripts and/or external grant proposals currently in the peer review process*
- 30 7. *Unfunded major external grant proposals*
- 31 8. *Minor external research grants*
- 32 9. *Internal grants awarded*
- 33 10. *Technical reports/Program evaluation reports*
- 34 11. *Policy/Amicus briefs*
- 35 12. *Scholarship-related awards*
- 36 13. *Scholarship-related professional development (e.g., attending grant-writing workshops*  
37 *or scholarly writing institutes)*

38  
39 C. The following factors will be utilized in evaluating the quality of a candidate's RSCA  
40 contributions. Candidates must address all of the following factors for each RSCA  
41 accomplishment.

- 42 1. *Magnitude of the candidate's contribution to each scholarly work*
- 43 2. *Scope of research (e.g., amount of time and effort required)*
- 44 3. *Programmatic nature of research*
- 45 4. *Status of outlet (i.e., provide one indicator of status, such as rejection rates, impact*  
46 *factor, prestige of publisher, type of conference presentation, etc.)*

- 1 5. *Level of involvement of student co-authors, if any*
- 2 6. *For external grants (funded, under consideration, and/or unfunded):*
  - 3 • *Total budget*
  - 4 • *Length of grant period*
  - 5 • *Type of grant contract (e.g., subcontract, primary award)*
  - 6 • *Granting agency (e.g., Federal, State, private foundation, etc.)*

7  
8 D. The following evaluative factors shall not be considered in evaluating the quality of RSCA  
9 contributions.

- 10 1. *Involvement of former academic advisor(s)*
- 11 2. *Institution at which the research was conducted*
- 12 3. *Order of authorship. Note: magnitude of the candidate's contribution is to be evaluated*  
13 *rather than mere order of authorship.*

## 14 15 **V. SERVICE ACTIVITIES**

16  
17 The Psychology Department recognizes that meaningful service by a faculty member varies by  
18 rank and can be manifested in a variety of ways. However, all faculty members are expected to  
19 actively engage in service appropriate to rank. The relevance of both the Expectations and  
20 Additional Highly Valued Activities below is specified in Section II, Expectations by Rank.

21  
22 A. Expectations. Candidates are expected to actively engage in service as evidenced by:

- 23 1. *Participation in faculty governance and/or advising student organizations*
- 24 2. *Participation in academic and/or professional service (e.g., ad hoc reviews, editorial*  
25 *board participation, professional association governance, etc.)*

26  
27 B. Additional Highly Valued Activities.

- 28 1. *Participation in research-related service to the community*
- 29 2. *Participation in instructionally-related service to the community*
- 30 3. *University citizenship (e.g., attending Department-sponsored events, judging research*  
31 *competitions)*
- 32 4. *Service-related awards*

33  
34 C. The following factors may be utilized in evaluating the quality of a candidate's contributions.  
35 Candidates may address any of the following factors that are helpful in making the best case for  
36 their file.

- 37 1. *Nature of the service assignment*
  - 38 • *Frequency of activity*
  - 39 • *Number of different activities*
  - 40 • *Length of service*
  - 41 • *Personal contributions*
- 42 2. *Organizational level of service (Department, College, University)*
- 43 3. *Selection procedure (voluntary, assigned, elected)*
- 44 4. *Committee leadership (primarily in regard to promotion to Professor)*

## 45 46 **VI. MULTI-FACETED ACTIVITIES**

1  
2 Candidates for RTP actions in the Psychology Department frequently complete important  
3 activities that combine aspects of teaching, scholarship, and service. Candidates shall not  
4 repetitively list such activities in their materials. However, different components of a particular  
5 activity can be separated and listed in different sections. Candidates are encouraged to consult  
6 with the Department Chair or members of the RTP committee in such cases and then use their  
7 judgment to make the most persuasive case for their application.

8  
9 **VII. AMENDMENTS TO THIS POLICY**

10  
11 A. Amendments may be proposed by petition of at least three regular members of the  
12 Department.

13  
14 B. Proposals shall be presented to the Department Chair. For this purpose, presentation to any of  
15 the office staff shall constitute notification of and presentation to the Chair.

16  
17 C. Proposals shall be submitted to the faculty for discussion within three weeks, excluding  
18 holidays, following presentation to the Chair. Amendments may not be considered between the  
19 end of the Spring semester and the beginning of the subsequent Fall semester.

20  
21 D. Proposed amendments shall be distributed in writing to the members of the department at  
22 least five working days, excluding holidays, prior to a Departmental forum to discuss any  
23 proposed amendments.

24  
25 E. Amendments to this Policy shall become effective at the beginning of the next academic year  
26 if they receive a favorable secret-ballot vote of two-thirds of tenured and probationary  
27 Psychology department faculty members and the approval of the Faculty Council, the Dean, and  
28 the Provost.