

Psychology Dep't Promotion & Tenure Standards

Approved by three-fifths of the department faculty April 2025 and minor updates October 2025

Effective Fall 2025 for Faculty Hired on or after August 1, 2025

Descriptions of possible checkmark areas in Teaching, Service, and Scholarship/Professional Development are provided. The number of checkmarks required in each area is described at the end of this document.

Each box represents a single checkmark opportunity; a faculty member cannot receive two checks for outstanding work in one box but can receive a single check in each of two boxes for criteria that have the same content but a different number of required items. Any box involving a number refers to the total over the course of the evaluation period of 5 years.

Any item with an asterisk (*) preceding it is an item that also fulfills the Student Success overlay. Since it is an overlay, any item counted as a Student Success checkmark can also be counted as a checkmark in the area of Teaching, Service, or Scholarship/Professional Development, AND could also be counted as a Professional Development overlay item.

Any item with a pound sign/hashtag (#) preceding it is an item that also fulfills the Professional Development overlay. Since it is an overlay, any item counted as a Professional Development checkmark can also be counted as a checkmark in the area of Teaching, Service, or Scholarship/Professional Development, AND could also be counted as a Student Success overlay item.

Teaching

All student evaluation data and comments must be submitted for all Fall and Spring semesters during the review period, and for any Summer semesters taught. Any patterns in negative comments on student evaluations need to be addressed in the cover letter to the portfolio.

The Teaching checkmark areas are:

Evidentiary Area	Credit (0 or 1)	Notes
* A student evaluation rating (the average of all applicable semesters of the review period) of at least 80% of the evaluation numbering system.		
* A student evaluation rating (the average of all applicable semesters of the review period) of at least 90% of the evaluation numbering system.		
* Development of 1-4 courses. This may include developing and teaching courses that are “new to you,” and/or significant updating of or revision to courses. Examples of revision include but are not limited to flipping a class, converting a traditional lecture course to online, adding a significant community-based learning component to a course, or redesigning a course to improve learning outcomes and eliminate opportunity gaps.		
* Development of 5 or more courses. This may include developing and teaching courses that are “new to you”, and/or significant updating of or revision to courses. Examples of revision include but are not limited to flipping a class, converting a traditional lecture course to online, adding a significant community-based learning component to a course, or redesigning a course to improve learning outcomes and eliminating opportunity gaps.		
Attaining or recertifying Graduate Faculty status.		
* Use of innovative or high-impact teaching strategies such as integration of community-based learning, extended experiential learning programs, directed readings, project-based learning, SIMSOC, etc.		
* Use of pedagogical approaches that increase a sense of belonging in the classroom.		
* Participation on 1-4 graduate program Capstone Project committees. Serving as Chair for a Project counts as 2 projects.		
* Participation on 5 or more graduate program Capstone Project committees. Serving as Chair for a Project counts as 2 projects.		

* # Completion of 1-4 workshops and/or professional development trainings focused on instructional innovation or improvement of teaching.		
* # Completion of 5 or more workshops and/or professional development trainings focused on instructional innovation or improvement of teaching.		
* # Evaluation of curricular design at the class-level or program-level (e.g., completion of a Quality Matters training; development and utilization of tools that allow for assessment of specific learning outcomes; etc.)		
* Use of established learning methodologies to improve student performance (e.g., repeated quizzing; distributed practice; elaborative interrogation; etc.)		
* Contribution to program development (e.g. involvement in a new program proposal, development of new course proposals, etc.).		
* Peer/mentor evaluations of candidate's teaching. An average of 1 evaluation per year of the review period.		
* Direction of 1-4 students on internships (on-campus) or research projects during the review period. Faculty members may receive credit for students not officially registered for an internship/research course but who are participating as part of the research team.		
* Direction of 5 or more students on internships (on-campus) or research projects during the review period. Faculty members may receive credit for students not officially registered for an internship/research course but who are participating as part of the research team.		
* Collaboration with another faculty member on development or revision of one course (e.g. significantly updating course content, team-teaching a course, etc.).		
* Collaboration with another faculty member on development or revision of two or more courses (e.g. significantly updating course content, team-teaching a course, etc.).		
Participation in cross-disciplinary program with another department or unit.		
Implementation of a program or services in K-12 schools.		
* Teaching of a Core or introductory course (e.g., PSYC 1101).		
* Designing and/or teaching a study abroad course.		
* Partnering with international institutions or organizations (if credit is claimed in this section, the same credit cannot also be claimed under Service).		
* Participation in the experience and/or activities of Honors Program students (if credit is claimed in this section, the same credit cannot also be claimed under Service).		
* Coordinating large core class sections.		
* Design and/or implementation of community engagement course or academic community engagement activity (e.g., teaching a PACE course).		

Nomination for (with letter of support from Department Chair or other relevant administrator) or receipt of 1 teaching award from a committee, college, or professional organization after review of faculty credentials for the award (e.g. nomination by the College of Arts & Sciences Smith Award Committee).		
Nomination for (with letter of support from Department Chair or other relevant administrator) or receipt of 2 or more teaching awards from a committee, college, or professional organization after review of faculty credentials for the award.		
Delivering 1-4 lectures in other classes.		
Delivering 5 or more lectures in other classes.		
* Application of technology to teaching. This includes, but is not limited to, adding new modalities of access to the course such as streaming lectures or podcasts, or use of tools such as software packages that enhance classroom outcomes or career preparation for students.		
*# Other teaching activities. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the review committee. The faculty member should be aware and cautious that activities are not guaranteed to be approved or count in the category.		
TOTAL		

Service

The Service checkmark areas are:

Evidentiary Area	Credit (0 or 1)	Notes
Serve on 7-14 committees (any level, including standing committees, ad-hoc committees, or subcommittees). Each year on a committee counts as a separate committee, and serving as Chair of a committee counts as two committees.		
Serve on 15 or more committees (any level, including standing committees, ad-hoc committees, or subcommittees). Each year on a committee counts as a separate committee, and serving as Chair of a committee counts as two committees.		
Serve as a mentor to 1 full- or part-time faculty member. Evidence of service should be a letter from the mentee outlining what was done by their mentor.		
Serve as a mentor to 2 or more full- or part-time faculty members. Evidence of service should be a letter from the mentee outlining what was done by the mentor.		
*Participation in 5-19 short-term or one-time mentoring activities for current students; such activities could include writing recommendation letters, participation in organized departmental activities (e.g., Mentoring Bingo, luncheons, etc.), or limited meetings with students about academic or professional goals.		
* Participation in 20 or more short-term or one-time mentoring activities for current students; such activities could include writing recommendation letters, participation in organized departmental activities (e.g., Mentoring Bingo, luncheons, etc.), or limited meetings with students about academic or professional goals.		
* Undertake specific activities that support the persistence of students toward graduation (explain the specific activity in your narrative).		
* Serve as an ongoing mentor to 1 or more current students. Evidence of service should be a letter from the mentee outlining what was done by the mentor.		
* Collaboration with professional advisors (as evidenced by an assigned list of student mentees/advisees on the DUCK of up to 20 students per semester).		
* Collaboration with professional advisors (as evidenced by an assigned list of student mentees/advisees on the DUCK of 20 or more students per semester).		
Advising or mentoring of prospective students, alumni, or junior professionals (outside of the institution) for professional or academic purposes.		

*Development or significant revision of advisement or mentoring materials for the department.		
* Participation in the experience and/or activities of Honors Program students (if credit is claimed in this section, the same credit cannot also be claimed under Teaching).		
* Serving as an advisor to a student organization for at least one full semester.		
* Participation in 5-19 student organization events or campus activities (including open house and orientations, convocations, attending the CSU Academic Conference, organizing department research presentations, recruitment activities, Tutoring Blitz, speaker for student organization, etc.).		
* Participation in 20 or more student organization events or campus activities (including open house and orientations, convocations, attending the CSU Academic Conference, organizing department research presentations, recruitment activities, Tutoring Blitz, speaker for student organization, etc.).		
* Partnering with international institutions or organizations (if credit is claimed in this section, the same credit cannot also be claimed under Teaching).		
Partnering with federal, state, or local institutions or organization to address public contemporary issues and/or improve the quality of public life.		
Serving as Coordinator or Director of 1 department, school, college or university-wide program for at least one full semester during any part of the evaluation period.		
Serving as Coordinator or Director of 2 or more department, school, college or university-wide programs for at least one full semester during any part of the evaluation period.		
* Coordinate (data compilation, report writing, etc.) for system or regional accreditation programs for 1 academic year.		
* Coordinate (data compilation, report writing, etc.) for system or regional accreditation programs for 2 or more academic years.		
Participation in 1-9 discipline-related community outreach events (science fair judging, K-12 class presentations, health fairs, etc.). Ongoing service on a board or in a leadership capacity for a discipline-related community organization counts as 2 events.		
Participation in 10 or more discipline-related community outreach events (science fair judging, K-12 class presentations, health fairs, etc.). Ongoing service on a board or in a leadership capacity for a discipline-related community organization counts as 2 events.		
Participation in 1-9 community outreach events that enhance CSU's image in the community. Ongoing service on a board or in a leadership capacity for a community organization counts as 2 events.		
Participation in 10 or more community outreach events that enhance CSU's image in the community. Ongoing service on a board or in a leadership capacity for a community organization counts as 2 events.		
Management of academic unit-, school-, college-, or university-wide budgets.		

# Participation in 1-3 service activities with professional societies. Serving as an officer in a discipline-related organization, serving as a conference session chair, or any other official leadership role in the society counts as 2 activities. Other examples of activities could include reviewing conference submissions, participating in grant reviews, etc. These specific activities cannot also be counted in Scholarship.		
# Participation in 4 or more service activities with professional societies. Serving as an officer in a discipline-related organization, serving as a conference session chair, or any other official leadership role in the society counts as 2 activities. Other examples of activities could include reviewing conference submissions, participating in grant reviews, etc. These specific activities cannot be also counted in Scholarship.		
Nomination for (with letter of support from Department Chair or other relevant administrator) or receipt of 1 service award from a committee, college, or professional organization after review of faculty credentials for the award (e.g. receipt of the College of Arts & Sciences Service of the Year award).		
Nomination for (with letter of support from Department Chair or other relevant administrator) or receipt of 2 or more service awards from a committee, college, or professional organization after review of faculty credentials for the award.		
* Development of new programs, services, or organizations. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the review committee and Dean of the College.		
*Presentation to the community with students		
* Event management (fundraising, community, enrollment efforts) with/for students.		
*Facilitating engagement of alumni in student mentorship and career development (e.g., inviting alumni to come speak at a student event or to speak to your class).		
*# Other administrative duties. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the review committee and Dean of the College.		
*# Other service activities. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the review committee and Dean of the College.		
TOTAL		

Scholarship and Professional Development

The Scholarship and Professional Development checkmark areas are:

Evidentiary Area		Credit (0 or 1)	Notes
<i>Category 1</i>	Publication of 1 refereed book, journal article, monograph, letter, etc. as outlined in the College of Arts and Science Promotion & Tenure Production/Publication Standards . Letters to the editor of a newspaper do not count in this category. Receipt of significant (as evidenced by dollar amount and/or impact on campus community) and competitively-awarded extramural funds may count in this area contingent upon support of the Department Chair.		
<i>Category 2</i>	Publication of a second refereed book, journal article, monograph, letter, etc. as outlined in the College of Arts and Science Promotion & Tenure Production/Publication Standards . Letters to the editor of a newspaper do not count in this category.		
	Publication of a third refereed book, journal article, monograph, letter, etc. as outlined in the College of Arts and Science Promotion & Tenure Production/Publication Standards . Letters to the editor of a newspaper do not count in this category.		
	Development of new grant proposals, contracts, or fellowship applications.		
	* Grant or contract development with or for students.		
	* Grant or contract execution with or for students.		
	Award of 1 funded grant (any length, dollar amount, or course release time; internal or external).		
	Award of 2 or more funded grants (any length, dollar amount, or course release time; internal or external).		
	Presentation of 1-3 posters/oral talks before learned societies, professional organizations or public institutions.		
	Presentation of 4 or more posters/oral talks before learned societies, professional organizations or public institutions.		
	* Involving undergraduate and/or graduate students in a professional presentation, publication, or creative activity.		

Category 2 (continued)	* Involving undergraduate and/or graduate students in research activities that are intended for publication or other professional dissemination (data collection, literature reviews, submission/revision of manuscripts).		
	Creation of research or intervention tools available for public utilization, dissemination, or implementation.		
	Discipline-related media contributions (e.g., interviews for podcasts, magazines, or newspapers).		
	Serving as editor or joint editor of 1 book-length collection of articles, with authorship of an article or significant introduction.		
	Serving as editor or joint editor of 2 or more book-length collection of articles, with authorship of an article or significant introduction, or serving as editor of the first collection for a second year.		
	Implementation of research activities that are intended for publication or other professional dissemination (data collection, literature reviews, submission/revision of manuscripts).		
Category 3	# Approval/maintenance of 1 professional license or certificate.		
	# Approval/maintenance of 2 or more professional licenses or certificates.		
	# Membership in 5-9 professional societies. Each year in a society counts as a separate society.		
	# Membership in 10 or more professional societies. Each year in a society counts as a separate society.		
	* # Completion of 1-4 professional development activities related to discipline (including training, webinars, conference attendance, etc.). Leading a professional development session counts as two activities.		
	* # Completion of 5 or more professional development activities related to discipline (including training, webinars, conference attendance, etc.). Leading a professional development session counts as two activities.		
	* # Application and assessment of a teaching method learned in a professional development activity to your own class (this specific activity cannot also be counted in Teaching).		
	# Participation in 1 consulting activity (using your academic expertise to aid the professional development of any program or organization).		

Category 3 (continued)	#Participation in 2 or more consulting activities (using your academic expertise to aid the professional development of any program or organization).		
	# Serve as a reviewer for 1-3 written products (grants, book chapters, journal articles, etc.).		
	# Serve as a reviewer for 4 or more written products (grants, book chapters, journal articles, etc.).		
	# Serve a professional society 1 time as a committee member, officer, symposium chair, etc. (Each successive year of any ongoing service will count as 1 credit.)		
	# Serve a professional society 2 or more times as a committee member, officer, symposium chair, etc. (Each successive year of any ongoing service will count as 1 credit.)		
	# Nomination for (with letter of support from Department Chair or other relevant administrator) or receipt of 1 scholarship award from a committee, college, or professional organization after review of faculty credentials for the award (e.g. receipt of the College of Arts & Sciences Scholar of the Year award).		
	# Nomination for (with letter of support from Department Chair or other relevant administrator) or receipt of 2 or more scholarship awards from a committee, college, or professional organization after review of faculty credentials for the award.		
	# Letter of recommendation from a mentor or colleague that addresses the faculty member's scholarship and/or professional development.		
	*# Other scholarship or professional development activities. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the review committee and Dean of the College.		
TOTAL			

Checkmarks needed in each area for Promotion and Tenure:

For tenure and/or promotion to the next rank, faculty members are required to “Meet” expectations in one area and “Exceed” expectations in two other areas.

In order to “Meet” expectations, a faculty member must earn the following number of checkmarks:

Level of Review	Checkmarks in Teaching	Checkmarks in Service	Checkmarks in Scholarship/Prof Development		Student Success Overlay	Professional Dev’t Overlay
			Category 1	Category 2 OR Category 3*		
Promotion to Associate Profesor	4	4	1	3	4	1
Promotion to Full Professor	5	5	1	4	5	2
Post-Tenure Review	4	4	1	3	4	1

*These required checkmarks could be from either Category 2 or Category 3

In order to “Exceed” expectations, a faculty member must earn the following number of checkmarks:

Level of Review	Checkmarks in Teaching	Checkmarks in Service	Checkmarks in Scholarship/Prof Development		Student Success Overlay	Professional Dev’t Overlay
			Category 1	Category 2 OR Category 3*		
Promotion to Associate Profesor	5	5	1	4	5	2
Promotion to Full Professor	6	6	1	5	6	3

* These required checkmarks could be from either Category 2 or Category 3

In order to be “Exemplary,” a faculty member must earn the following number of checkmarks:

Level of Review	Checkmarks in Teaching	Checkmarks in Service	Checkmarks in Scholarship/Prof Development		Student Success Overlay	Professional Dev’t Overlay
			Category 1	Category 2 OR Category 3*		
Promotion to Associate Profesor	6	6	1	6	6	3
Promotion to Full Professor	7	7	1	7	7	4

* These required checkmarks could be from either Category 2 or Category 3