



CALIFORNIA STATE UNIVERSITY, CHICO

Department of Psychology

Personnel Policies and Procedures

Provisional Standard Approved 8-30-22 for AY 22/23 and extended to 23/24 contingent upon receipt of revision per the 8-30-22 memo and attachments.

Page 1

Standards must be compliant with the CBA and the FPPP. Conflicts between these standards and the CBA or the FPPP will be resolved pursuant to the CBA and then FPPP.

Table of Contents

PART I	COMMITTEE CHARACTERISTICS AND CHARGE	4
A.	COMMITTEE RESPONSIBILITIES	4
B.	COMMITTEE ORGANIZATION	4
C.	COMMITTEE PROCEDURES	6
PART II	RETENTION, TENURE, & PROMOTION (RTP): PERFORMANCE REVIEW OF TENURED & TENURE TRACK FACULTY	6
A.	GENERAL REQUIREMENTS FOR RTP	6
B.	EVALUATION AREAS	7
C.	DEPARTMENT STANDARDS	10
D.	RATINGS	11
E.	SPECIFIC GUIDELINES AND CRITERIA FOR CLASSROOM OBSERVATION	13
F.	SPECIFIC CRITERIA FOR PROMOTION	13
G.	SPECIFIC CRITERIA FOR TENURE	14
H.	SPECIFIC CRITERIA FOR RETENTION	14
I.	SPECIFIC CRITERIA FOR GRANTING OF ACCELERATED TENURE OR PROMOTION	14
J.	THE PERSONNEL REPORT	15
PART III	PERIODIC EVALUATION	15
A.	PERIODIC EVALUATION OF TENURE-TRACK FACULTY AND TENURED FACULTY BELOW THE RANK OF FULL PROFESSOR	15
B.	PERIODIC EVALUATION OF TENURED FULL PROFESSORS	16
C.	THE EVALUATION PROCESS	17
PART IV	APPOINTMENT STANDARDS FOR LECTURER FACULTY	17
A.	EDUCATIONAL STANDARDS	17
B.	RESPONSIBILITIES OF LECTURER FACULTY	18
PART V	ASSIGNMENT OF COURSES – LECTURER FACULTY	18
PART VI	PERIODIC EVALUATION OF LECTURER FACULTY	18
A.	DATA FOR EVALUATION OF PART-TIME FACULTY	18
B.	SPECIFIC GUIDELINES AND CRITERIA FOR CLASSROOM OBSERVATION	19
C.	THE EVALUATION PROCESS	19
PART VII	RANGE ELEVATION OF LECTURER FACULTY	20
PART VIII	OPERATING PROCEDURES OF THE PERSONNEL COMMITTEE	21
A.	READING FILES	21
B.	REVIEW SESSION # 1	21
C.	THE PERSONNEL INTERVIEW	21
D.	REVIEW SESSION # 2	22
E.	REVIEW SESSION # 3: THE PERSONNEL REPORT	22
PART IX	ROTATION IMPLEMENTATION PLAN	22
A.	THE “POOL”	22
B.	THE “DRAW”	23

C. RATIFICATION AND CHAIR-ELECT 23

The Department of Psychology will follow the current Faculty Personnel Policies and Procedures (FPPP) of the University and the College of Behavioral and Social Sciences. In addition, the special characteristics of the Department of Psychology are reflected in the document below.

PART I COMMITTEE CHARACTERISTICS AND CHARGE

A. COMMITTEE RESPONSIBILITIES

The Personnel Committee of the Department of Psychology will be charged with responsibility for the following:

1. Evaluation of members of the Department with respect to the personnel actions of retention, tenure, and promotion, and reporting the results of the evaluation to the Department Chair in accordance with the University and College Personnel Calendars, or in conjunction with the Department Chair when s/he is a member of the committee.
2. Periodic Evaluation of probationary faculty in years when a retention evaluation decision is not occurring in accordance with the University and College Personnel Calendars.
3. Evaluation of full-time lecturer faculty in the Department and reporting the results of the evaluation to the Department Chair in accordance with the University and College Personnel Calendars.
4. Evaluation of part-time lecturer faculty in the academic year in which they are teaching with respect to teaching effectiveness (see FPPP) and other criteria (see FPPP). The committee reports the results of the evaluation to the Department Chair.
5. "Fifth-year" evaluation of full-time, tenured faculty.
6. Recruitment and selection of the part-time lecturer pool, full-time lecturer, and probationary faculty for the Department. In cases where probationary faculty are to be recruited and selected, the Executive Committee will consult with the Personnel Committee on the matter of position definition.
7. Formulation of operating policies and procedures to govern evaluation, reporting, recruitment, and selection activities. Those policies and procedures shall be subject to Department approval annually. Techniques for the implementation of these policies and procedures shall be developed at the discretion of the committee.

B. COMMITTEE ORGANIZATION

1. Membership. The membership of the Personnel Committee shall consist of five tenured members of the Psychology Department. At least three of these will be Full Professors and the other two may be Associate Professors. The Department Chair will be one of the five tenured members and will not write a separate report. Only Full Professors are eligible to participate in deliberations regarding promotion to Full Professor or evaluation of Full Professors; Full and Associate Professors may participate in tenure decisions and in reviews involving promotion to Associate Professor (see FPPP). Full and Associate Professors are eligible to participate in periodic evaluations of Associate Professors. In no case shall faculty members participate in their own evaluations. The membership shall be ratified in a secret ballot by the tenured and probationary voting members of the

Department of Psychology in the spring within 14 days after the last Department meeting of the academic year for service in the succeeding year.

2. Rotation. Except for the Department Chair, all full-time tenured Full and Associate Professors whose appointments to Psychology are .5 or greater shall rotate to serve on the Personnel Committee, according to the “Rotation Implementation Plan” (see Part IX, below). Service on the College committee may substitute for service on the Department Committee. The Department Chair shall grant delays in service for persons on leaves of absence, persons with valid “hardship” claims, or persons who are being evaluated during the current personnel cycle. Persons undergoing fifth-year evaluation are not eligible for exemption from service. FERP faculty may serve on personnel if they choose and if on a two-semester teaching assignment (.5 per semester).
3. Service. Service shall be for two consecutive years. Terms of service will be staggered so that at any given time a minimum of two persons will have served on the previous year’s committee.
4. Recruitment Augmentation. In years when the Psychology Department is recruiting and selecting for full-time probationary positions, the Personnel Committee will be augmented, for purposes of this function only, with all tenured faculty and probationary faculty who regularly teach or have had experience in the designated area of expertise. The Personnel Committee may also consult with expert faculty outside the department to offer insight on the qualifications of an individual and/or to assist with determining whether certain screening criteria have been met. Any such outside faculty consultants are not members of the augmented Personnel Committee, and do not attend all meetings or participate in decisions regarding candidates. The Personnel Committee will be augmented to include all tenured and probationary faculty for purposes of selecting a pool of persons eligible for part-time lecturer teaching assignments.
5. Chair and Chair-Elect. The committee will have a Chair and Chair-Elect. The Chair will be responsible for the conduct of all Personnel Committee activities and will receive .2 AWTU for each semester during the academic year of service. The Chair-Elect will be elected from among the persons rotated to the Personnel Committee each year. This selection will take place at the last Department meeting of the academic year. The Chair-Elect will rotate to the position of chair in the second year of service.
6. Secretary. The Chair-Elect will serve as Secretary to the committee and be responsible for keeping an accurate record of the decisions made by the committee.
7. Diversity. All members shall ensure that the committee will consider the University goals of Equity, Diversity & Inclusion.
8. Quorum. A quorum of the Personnel Committee will consist of four-fifths of of the committee present.
9. Confidentiality. Any unauthorized discussion of personnel matters, exclusive of policy and procedures, with nonmembers of the Personnel Committee is considered a breach of confidentiality. To secure the confidentiality of committee discussions and decisions, it is agreed the committee will investigate any indication of information leaks. In the case of any proven breach of confidence, the Department Chair and Dean of the College will be notified and appropriate action taken in accordance with University Policy.

10. Voting Procedures. All final decisions about individual promotion, tenure, and retention will be obtained by secret ballot. No proxies will be permitted. The Personnel Committee's final recommendation will be forwarded to the College Dean along with any minority reports as required by the current Faculty Personnel Policies and Procedures.

C. COMMITTEE PROCEDURES

1. The committee will specify in detail the steps to be followed in implementing the review policies of the Psychology Department. This document shall be termed the "Operating Procedures of the Psychology Department Personnel Committee" (see Part VIII, below).
2. The operating procedures are to be reviewed, revised if necessary, and approved by the committee at the beginning of each academic year. The approved procedures then become the operating document for the committee that year.
3. The operating procedures are to be given to each candidate prior to the initiation of any review cycle.
4. The Committee Chair shall act as liaison between candidates and the committee and:
 - a. provide them with copies of personnel materials which are pertinent to the review, including policies and procedures documents and documents which might be helpful in preparation of the working file,
 - b. meet with them as needed over the course of the review to answer questions about file preparation and committee policies and procedures, and
 - c. generally keep them informed about their rights and responsibilities with respect to the review process.

PART II RETENTION, TENURE, & PROMOTION (RTP): PERFORMANCE REVIEW OF TENURED & TENURE TRACK FACULTY

A. GENERAL REQUIREMENTS FOR RTP

1. Professional Role and Ethics. Department members are expected to conduct themselves in accordance with the Ethical Principles for Psychologists of the American Psychological Association, and the established Faculty Code of Ethics (FPPP).
2. Contribution to Strategic Plans and Goals of the Department, College, and University. Evaluations and recommendations with respect to each faculty member under review shall be made in conformance with the Department, College, and University Strategic Plans as well as current Education Code and other relevant laws and regulations.
3. Other regulations are defined in the current faculty—administration memorandum of understanding and in the FPPP and CBA documents.

B. EVALUATION AREAS

The committee will consider a variety of evidence in evaluating the candidate's contributions to a high-quality learning environment, including rating performance in four evaluation areas: Instruction, Professional Growth and Achievement, Service that Contributes to the Strategic Plans & Goals of the Department, College, and University, as well as the community. The following is a listing of materials and activities which will be reviewed by the committee in the process of rating individual performance in the first three of these areas.

1. Instruction. Effective teaching is the first and indispensable requirement for retention, tenure, and promotion. In its deliberations, the committee will consider the following areas of evaluation of teaching: knowledge of the field, organization, communication effectiveness, utilization of appropriate teaching methods and student learning experiences, and utilization of appropriately rigorous evaluation procedures. The committee will review the following sources of evidence and areas of contribution to the learning environment.
 - a. The candidate's self-evaluation which addresses teaching goals, philosophy, and strengths and weaknesses in the practice of teaching. The candidate should address his/her contributions to the current Department, College, and University Strategic Plan Goals.
 - b. Course materials including syllabi, tests, texts, handouts, assignments, and examples of student achievement.
 - c. For tenure-track faculty, peer evaluations of teaching will include written reports of direct observations by tenured faculty once during the first year of appointment and once during each performance review cycle. Additional classroom observations may be requested by the candidate or the chair of the department.
 - d. For those candidates under consideration for promotion, peer evaluations of teaching are highly recommended.
 - e. Student evaluations of teaching will include the University-approved Student Feedback on Teaching and Learning (SFOT). Candidates are required to submit an accurate summary of quantitative and qualitative SFOT data for each course, along with an interpretation of the data.
 - f. Evidence of contributions to elements of current Department, College and University Strategic Priorities and Enduring Commitments.

The following additional evidence may also be included and considered by the committee.

- Evidence of contributions to the Department's student outcome assessment.
- Evidence of participation in student advising.
- Evidence of contributions to K-12 and/or service learning.
- Evidence of effective and/or innovative teaching in General Education.
- Evidence of interdisciplinary teaching and activities.
- Other such materials as the Committee deems appropriate or the candidate wishes to submit (see FPPP).

2. Professional Growth and Achievement. Professional and scholarly activities are viewed as essential in the academic community. Faculty are expected to engage in activities which provide for ongoing growth, enrichment, contribution to, and recognition in, the profession of psychology and to the University's stature and goals as expressed in its Strategic Priorities and Enduring Commitments. The Committee will evaluate the quality as well as the volume of professional achievements and activities. In its deliberations, the committee will consider the candidate's self-evaluation and other evidence of professional activity and scholarship (see FPPP) in three areas as follows:
- a. Professional Growth/Participant Activities.
- Memberships in relevant professional organizations.
 - Reading the relevant professional literature.
 - Conferences, workshops, meetings attended.
 - Active involvement in research.
 - Grant writing.
 - Interdisciplinary activities, including curriculum development, and other innovative activities of a development and other innovative activities of a professional nature.
 - Other evidence the candidate chooses to submit.
- b. Professional Achievement. The Department recognizes scholarly contributions in one or more of Ernest Boyer's five categories listed below.
- Teaching and learning—develops and communicates new understandings and insights; develops and refines teaching content and methods; fosters life-long learning.
 - Discovery—generates and disseminates new knowledge and understandings of the world.
 - Artistic Creativity—interprets the human condition and creates new insights and beauty; develops and refines the methods of the discipline.
 - Integration of Knowledge—synthesizes and communicates new and different understandings of knowledge or technology and relevance; develops and refines new methods.
 - Application—develops and communicates new technologies, materials, and uses; invention, application and development of new methods.

These scholarly contributions can occur in one or both of the following areas.

Contributions, Service, or Recognition at a Local or Regional Level (the service region of the University)

- Papers presented at professional meetings.
- Workshops presented at professional meetings.

- Symposia participation at professional meetings.
- Invited speeches at professional meetings.
- Invited speeches at other universities.
- Service as an elected official or committee member of a professional group or society.
- Consultant roles in the field of psychology.
- Grants, awards, and honors received.
- Other evidence the candidate chooses to submit.

Recognition Beyond the Local Region

- Paper presented at professional meetings.
- Workshops presented at professional meetings.
- Symposia participation at professional meetings.
- Invited speeches at professional meetings.
- Invited speeches at other universities.
- Authorship of a paper (research or theoretical article, monograph, symposium report, abstract, etc.) appearing in a peer-reviewed professional publication in psychology or a related field.
- Authorship of a psychological test which conforms to APA standards for standardization, validation, and interpretation.
- Authorship of non-print media or computer software related to psychology.
- Service as a member of a committee or body to investigate, develop or advise (e.g., Presidential Commission, HEW Commission, NSF Commission), utilizing the skills of a professional psychologist.
- Editorship of a publication in psychology.
- Grants, honors, and awards received.
- Consultancies in psychology or related fields.
- Licensure as a Psychologist.
- Other evidence which the candidate chooses to submit.

3. Service that contributes to the Strategic Plans and Goals of the Department, College, and University, as well as the Community. In addition to teaching and professional activity, faculty are expected to maintain involvement in the local Department and University community and to contribute to the ongoing governance needs of that community and to the efforts to attain the goals expressed in the Department or University Strategic Priorities and Enduring Commitments. In its deliberations the committee will consider the following as evidence of other contributions to the University.

- Participation on Department, College, and University Committees.
- Committee chair positions.
- Administrative assignments.
- Interdisciplinary activity.
- Participation in Academic Senate.
- On-campus or community activities or services related to one's University position or areas of expertise (e.g., guest lectures).
- Participation in faculty/student colloquia.
- Service as chair or member of MA thesis committees.
- Curricular and program development.
- Collaborative and productive work with colleagues.
- Evidence of contributions to K-12 and/or service learning.
- Other evidence the candidate chooses to submit (see FPPP).

C. DEPARTMENT STANDARDS

All faculty are expected to meet the following standards.

1. Instruction

- An understanding of the teaching process and one's role in that process.
- Competence in the subject matter.
- Effective interaction with students in and out of classes.
- Use of appropriate course content, materials and technology.
- Appropriate level of rigor in course content, process, and evaluation.

2. Professional Growth and Achievement

- Maintaining currency in field of study.
- Contributing to field of study.
- Participating in other activities that enhance one's ability to contribute to the department, college, or university mission.

3. Service that contributes to the Strategic Plans and Goals of the Department, College, and University, as well as the Community

- Participating in committee work.
- Participating in other activities on or off campus that contribute to the well-being of the community.

D. RATINGS

1. As part of its review, and based on the available evidence in the WPAF, the committee will assign ratings to the area of Instruction, Professional Growth and Achievement, and Other Contributions to the University and Community. The general criteria for different ratings are as follows (refer to FPPP for further elaboration).
 - a. Exceeds Expectations. The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds Expectations shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.
 - b. Meets Expectations. The candidate has achieved competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a satisfactory contribution to the academic community in the area being evaluated. An evaluation of “Meets Expectations” performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion.
 - c. Does Not Meet Expectations. The candidate has achieved less than satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making the minimum contributions with regard to the department’s criteria to the academic community in the area being evaluated. “Does Not Meet Expectations” level of performance indicates significant deficiencies that require immediate attention and correction.
2. Specific Criteria for each area of evaluation

The following rating criteria are from the FPPP.

- a. Instruction.

Exceeds Expectations. The evidence demonstrates the candidate's consummate professionalism and exceptional skill as an educator with respect to the materials, activities, and standards listed for this area in this document, the FPPP, and the CBA.

Meets Expectations. The evidence demonstrates the candidate's professionalism and competence as an educator with respect to the materials, activities, and standards listed for this area in this document, the FPPP, and the CBA. An evaluation of “meets expectations” performance is normally the minimum level of overall achievement consistent with the awarding of tenure and/or promotion.

Does Not Meet Expectations. The evidence does not demonstrate at least an adequate level of professionalism and competence as an educator with respect to the materials, activities, and standards listed for this area in this document, the FPPP, and the CBA.

b. Professional Growth and Achievement.

Exceeds Expectations. The evidence demonstrates the candidate's significant, highly regarded scholarly achievement and professional activities with respect to professional contributions to students, to the discipline, and to the professional community (representative activities for Professional Growth and Achievement are listed in this document, the FPPP, and the CBA).

Meets Expectations. The evidence demonstrates appreciable scholarly achievement with respect to professional activities and professional contributions to students, to the discipline, and to the professional community (representative activities for Professional Growth and Achievement are listed in this document, the FPPP, and the CBA).

Does Not Meet Expectations. The evidence does not demonstrate an adequate level of scholarly achievement and professional activities with respect to professional contributions to students, to the discipline, and to the professional community (representative activities for Professional Growth and Achievement are listed in this document, the FPPP, and the CBA).

c. Service that Contributes to the Strategic Plans and Goals of the Department, College, and University as well as the Community.

Exceeds Expectations. The evidence demonstrates that the candidate is committed to the strategic plans and goals of the department, college, and university, as well as the community through their high level of involvement in activities listed for this area in this document, the FPPP, and the CBA, and reflected in department standards. Where this area of evaluation refers to participation on committees, "Exceeds Expectations" performance is evidenced by the candidate's assumption of key roles on significant University-, College-, and/or Department-level committees, as well as the demonstration of consistent, on-going contributions to such committees. Significant relevant professional participation in off-campus activities, groups, and/or in the community can also be used as evidence of an "Exceeds Expectations" level of performance.

Meets Expectations. The evidence demonstrates the candidate's consistent, on-going involvement in activities listed for this area in this document, the FPPP, and the CBA, and reflected in department standards. Where this area of evaluation refers to participation on committees, "Meets Expectations" performance is evidenced by the candidate's occasional assumption of key roles on significant University, College, and/or Department level committees, as well as the demonstration of consistent, on-going contributions to such committees. Participation in relevant professional off-campus activities, groups, and initiatives can also be used as evidence of performance that "meets expectations."

Does Not Meet Expectations. The evidence does not demonstrate an adequate level of involvement in activities listed for this area in this document, the FPPP, and the CBA, and reflected in department standards. Where this area of evaluation refers to participation on committees, "does not meet expectations" performance is evidenced by the candidate's lack of assumption of key roles on University, College, and/or

Department level committees and only limited participation on committees at these levels.

E. SPECIFIC GUIDELINES AND CRITERIA FOR CLASSROOM OBSERVATION

1. Teaching effectiveness of all tenure track faculty will be evaluated, in part, through classroom observations each academic year. This classroom observation can occur in either the fall semester or in the semester prior to a performance review.
2. Classroom observations will be conducted by an Observation Team composed of the Department Chair or his/her designee and a tenured faculty member in the candidate's area of specialization selected by the Personnel Committee after consultation with the candidate and the Department Chair.
3. Additional classroom observations may also be requested by the candidate or by the chair of the department. For those classroom observations requested by the candidate, the observer need not follow the departmental procedures.
4. Dates of the classroom observations will be established by the Chair of the Personnel Committee in consultation with the Observation Team and the candidate.
5. The members of the Observation Team will use the approved classroom observation form, and a copy of this will be available to the candidate prior to the classroom observation.
6. Evaluation of the classroom performance will be limited to the current course materials. On or before the day of the classroom observation, the candidate will provide a course syllabus and any relevant course handouts to the members of the Observation Team. Evaluation of the classroom performance will include, but will not necessarily be limited to the following areas:
 - a. Appropriateness of subject matter, including currency in the field, and the congruence of the presentation with the goals and objectives of the course as stated in the course syllabus.
 - b. Clarity, organization, and effectiveness of presentation.
 - c. Teacher and student interaction relative to the pedagogy or nature of the course.
7. The Observation Team will deliberate and prepare a written evaluative report of the classroom observation and submit it to the candidate prior to placing a copy in the PAF.

F. SPECIFIC CRITERIA FOR PROMOTION

1. Persons must have met the General Requirements for RTP outlined in Part II A. above. In addition, faculty members must have conducted themselves in accordance with the Faculty Code of Ethics (specified in FPPP) and other appropriate ethical guidelines in the field of psychology. In order to be recommended for promotion, a candidate must have ratings of Meets Expectations or Exceeds Expectations in all three areas of evaluation.
2. Terminal Degree. Promotion to the ranks of Associate or Full Professor requires possession of the doctoral degree.
3. Faculty members will be promoted on consideration of merit only, with a higher degree of excellence and involvement expected at each successive rank. The concept of time in rank

is not interpreted to mean that individuals will be rewarded on the basis of their length of service alone.

4. For faculty at the top step in their rank, faculty with normal time in rank and faculty with more than normal time in rank, promotion to the rank of Associate or Full Professor requires ratings of Meets Expectations in all three areas, Instruction, Professional Growth and Achievement, and Service that Contributes to the Strategic Plans and Goals of the Department, College, and University, as well as the Community.

G. SPECIFIC CRITERIA FOR TENURE

1. Persons must have met the General Requirements for RTP outlined in Part II.A. above. In order to be recommended for tenure, a candidate must have ratings of Meets Expectations or Exceeds Expectations in all three areas of evaluation and must have conducted him or herself in accordance with the Code of Faculty Code of Ethics (specified in FPPP).

H. SPECIFIC CRITERIA FOR RETENTION

1. Persons must have met the General Requirements for RTP outlined in Part II.A. above and must have conducted themselves in accordance with Faculty Code of Ethics (specified in FPPP).
2. Retention or non-retention of an individual shall be based on assessment of the individual's activities in the three areas of evaluation. Individuals will be assessed in light of whether or not they are making satisfactory progress toward achievement of the criteria rather than considering whether or not they have met the criteria. Anticipated deficiencies in meeting the criteria must be clearly noted in the Personnel Report.

I. SPECIFIC CRITERIA FOR GRANTING OF ACCELERATED TENURE OR PROMOTION

1. Persons must have met the General Requirements for RTP outlined in Part II.A. above and must have conducted themselves in accordance with Faculty Code of Ethics (specified in FPPP).
2. For individuals who are tenure-track, "accelerated tenure or promotion" is the consideration of tenure or promotion before the beginning of the sixth consecutive fulltime *probationary year*. For individuals who are tenured, "accelerated promotion" is the consideration of promotion before the beginning of the fifth consecutive fulltime year.
3. A decision on tenure before the sixth year is necessarily based on less evidence of performance within rank than tenure granted on a normal timeline. For this reason, decisions for accelerated tenure will require that faculty meet a higher standard than they would for tenure granted on a normal timeline.
4. To qualify for accelerated tenure or promotion, the tenure-track candidate must:
 - a. Be rated Exceeds Expectations in all three categories of evaluation: Instruction, Professional Growth and Achievement, and Service that Contributes to the Strategic Plans and Goals of the Department, College, and University, as well as the Community; and
 - b. Demonstrate the likelihood that this high level of performance will continue; and

- c. Have worked a minimum of one academic year, or the equivalent thereof, under the conditions of the department's typical full-time assignment.
5. To qualify for accelerated promotion to full professor the candidate must:
 - a. Be rated Exceeds Expectations in all three categories of evaluation: Instruction, Professional Growth and Achievement, and Service that Contributes to the Strategic Plans and Goals of the Department, College, and University, as well as the Community; and
 - b. Demonstrate the likelihood that this high level of performance will continue; and
 - c. Clearly demonstrate substantial professional recognition at and beyond the University.
 6. Any faculty member wishing to apply for accelerated tenure or promotion must make a request in writing to the Department Chair and the Dean. In the request, the candidate should offer a brief description of how they meet the criteria for eligibility for accelerated tenure or promotion. This request will be included in the individual's Personnel Action File and Dossier prior to closure of each.
 7. The Personnel Committee will address in the reports whether the candidate's file meets the definition of exceptional record.
 8. Prior to the forwarding of a candidate's file to the President, the candidate may withdraw his/her application for accelerated tenure without prejudice. All relevant personnel reports (Department/Unit, Chair, College Dean, Provost) from the early tenure/promotion cycle will be expunged from the candidate's records (WPAF and PAF).

J. THE PERSONNEL REPORT

Following the review process, the committee will generate a Personnel Report that is to be forwarded to successively higher levels of review. The Personnel Report contains the recommendations (retention/non-retention, tenure/non-tenure, promotion/non-promotion), the ratings in each of the areas evaluated, and a narrative which outlines in detail the rationale, justification, and evidence for each of the ratings and final recommendations. In addition, the following specific requirements apply to the report.

1. The Personnel Report must address "strengths" and "needs to improve" with respect to each of the categories of evaluation.
2. Members abstaining or voting against the majority must write a separate report explaining their position.
3. The candidate for personnel action will receive a copy of the report prior to its being forwarded to higher levels of review, and have the right to respond to the report within the period specified by the University Policies and Procedures (see FPPP). The candidate may request a meeting with the Personnel Committee and/or write a reply that is then entered into the WPAF, or accept the report as written.

PART III PERIODIC EVALUATION

A. PERIODIC EVALUATION OF TENURE-TRACK FACULTY AND TENURED FACULTY BELOW THE RANK OF FULL PROFESSOR

The process for this level of review is the same as that described in Part II of this document. However, the interval being reviewed is limited to the time since the previous review or evaluation, and no recommendation is made regarding retention or promotion. The intent of this evaluation is for the purpose of maintaining and improving a faculty member's effectiveness.

B. PERIODIC EVALUATION OF TENURED FULL PROFESSORS

1. General Guidelines

According to University Policies and Procedures (see FPPP), all faculty at the rank of Full Professor will be evaluated at intervals no greater than five years. The intent of this evaluation is for the purpose of maintaining and improving a tenured faculty member's effectiveness.

The Personnel Committee of the Department of Psychology will conduct fifth-year evaluations. The eligible members (i.e., Full Professors) of the Personnel Committee will be designated as the Evaluation Committee.

A faculty member undergoing Periodic Evaluation is ineligible to serve as a member of his/her own evaluation committee, but may participate in the Periodic Evaluation of other faculty as well as in personnel actions if otherwise eligible to do so.

2. Data For Periodic Evaluation Of Full Professors

The Evaluation Committee shall consider evidence of currency in the discipline and information as to the faculty member's performance in instruction, scholarship and creative activity, and service to the University and Community. Courses to be evaluated shall be representative of the faculty member's teaching responsibilities during the five years prior to the evaluation.

The faculty member shall provide the following data:

- A self-evaluation of teaching.
- Interpretation of SFOT data.
- Documentation supporting currency in the field (attendance at meetings, publications, citations, and other professional activities).
- Representative samples of syllabi, exams, class assignments, and handouts, etc.
- A record of committee service.
- Current vita.

Additional data that may be submitted:

- Copies or abstracts of publications.
- Evidence of participation in scholarly meetings.
- Copies of papers presented at scholarly meetings.

- Letters of commendation.
- Other evidence the faculty member may wish to have considered.

The Evaluation Committee shall collect other pertinent data that shall include, but are not necessarily limited to, peer and student evaluations of instruction for courses representative of the faculty member's responsibilities during the evaluation cycle. The Committee also may invite signed, written commentary and evaluation statements from students, faculty, and administrators regarding performance during the evaluation cycle.

C. THE EVALUATION PROCESS

1. After evaluating the data, but before writing the report, the Evaluation Committee shall meet with the faculty member. The purpose of this meeting will be to provide both the committee and the faculty member an opportunity to clear up any unresolved questions that seem relevant to the evaluation.
2. The Evaluation Committee shall evaluate the data it has collected and, on the basis of that evaluation and the meeting with the faculty member under review, write a definitive report which addresses in detail the faculty member's teaching effectiveness and currency in the field, scholarly and creative activities, and service to the University and community. The report shall include any recommendations the Committee may make. Faculty whose assignments are in other specific areas shall be evaluated on the basis of their performance in those specific areas. It is expected that faculty members shall meet or exceed the Department Standards specified in this document.
3. The Evaluation Committee shall write a final report, and include any minority report(s) written by members of the Committee.
4. The faculty member being evaluated shall receive a copy of the report(s) and may respond in writing to the report before it is included in the College Personnel File.
5. The Personnel Committee shall forward the report(s) to the Dean, who, with the Personnel Committee Chair, shall meet with the faculty member to discuss the report(s) and recommendations, if any, made.
6. If areas for improvement are identified in the report(s), the Department Chair shall point those out to the faculty member and advise the faculty member of avenues of assistance available within the Department or University.
7. Materials used during the review will be returned to the faculty member upon completion of the evaluation.

PART IV APPOINTMENT STANDARDS FOR LECTURER FACULTY

A. EDUCATIONAL STANDARDS

The educational degree is the main determinant for the salary range at time of appointment. A Master's degree in the appropriate area is required for appointment to Range A. The terminal degree in Psychology is the Ph.D., thus a doctorate in the appropriate area is strongly preferred and is required for an appointment at Range B.

B. RESPONSIBILITIES OF LECTURER FACULTY

The primary responsibility for lecturer faculty is instruction and maintaining office hours. Instructional responsibilities extend beyond immediate instruction in the classroom and include such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, maintaining currency with regard to literature and research in the subject area, as well as instructional methodologies.

PART V ASSIGNMENT OF COURSES – LECTURER FACULTY

A. See CBA and FPPP for Order of Assignment of available lecturer work to lecturers.

PART VI PERIODIC EVALUATION OF LECTURER FACULTY

Part-time lecturer faculty will be reviewed and evaluated for instruction effectiveness according to the time schedule stated in the FPPP. Full-time lecturer faculty shall be evaluated according to the procedures above for tenure-track faculty undergoing a periodic evaluation. All lecturer faculty members shall submit an updated vita each academic year they are employed.

The outcome of the review within the same range will be a report submitted to the Department Chair, College Dean, College Personnel File, and to the faculty member being reviewed, which contains a written evaluation of instruction performance, and a written evaluation of other activities as specified in FPPP.

A. DATA FOR EVALUATION OF PART-TIME FACULTY

Materials which the Personnel Committee use for this review shall include the following.

1. A self-evaluation of instruction in the course(s) of assignment which shall include, but not be limited to, the following areas: organization, scholarship—knowledge in the field, and effective communication.
2. Course materials including syllabi, exams, writing assignments, and other materials used in the course.
3. Student evaluations of teaching effectiveness.
4. Peer evaluations of teaching effectiveness shall include the committee's considered view of the course materials and self-evaluation and shall include written comments from tenured faculty observation(s) of teaching in at least one course per academic year. Additional peer observation(s) of teaching may be requested by the person under review.
5. In addition to the primary criterion of teaching, lecturer faculty shall be evaluated with respect to the following:
 - a. Their engagement in professional activity in the field appropriate to the teaching field (see FPPP and Part II.B.2. of this document).
 - b. Their duties as defined by their assignment.
 - c. Their professional ethics and conduct.

- d. Other contributions which may not have been specified in the job description but which represent positive assistance to the Department.
- 6. At a minimum, satisfactory teaching performance is required for consideration in future hiring.

B. SPECIFIC GUIDELINES AND CRITERIA FOR CLASSROOM OBSERVATION

1. The teaching effectiveness of all lecturer faculty will be evaluated, in part, through classroom observation(s) at least once per review year.
2. Classroom observation(s) will be conducted for each lecturer faculty member by an Observation Team composed of the Department Chair or his/her designee and a tenured faculty member in the candidate's area of specialization selected by the Personnel Committee after consultation with the Department Chair. Classroom observers will use the approved classroom observation form, and a copy of this will be available to the candidate prior to the classroom observation. On the day of the classroom observation, the candidate will provide a course syllabus and any relevant handouts to the Observation Team.
3. At least one classroom visit resulting in a peer evaluation of teaching performance shall take place each review year. The Personnel Committee will decide if additional required classroom observations are needed.
4. Dates for classroom observation(s) will be established by the Chair of the Personnel Committee in consultation with the Observation Team and lecturer faculty member.
5. Evaluation of classroom performance will be limited to the current course materials and will not include previous SFOTs and other materials in the Personnel Action File (PAF). Evaluation of classroom performance will include, but will not necessarily be limited to, the following areas:
 - a. Appropriateness of subject matter, including currency in the field, the congruence of the syllabus and content of presentation with the goals and objectives of the course, exams, other class materials, and the accuracy of the information.
 - b. Clarity, organization, and effectiveness of presentation.
 - c. Teacher and student interaction relative to the pedagogy or nature of the course.
6. The Observation Team will prepare a written evaluative report of the classroom observation and submit it to the faculty member under review and his or her PAF.

C. THE EVALUATION PROCESS

1. The Personnel Committee will request during the semester of evaluation that the candidate submit a dossier including an updated vita.
2. The Committee will meet and review the updated vita, the WPAF/dossier including letters of recommendation, the classroom observation report, and SFOT data (if available). The evaluation will be conducted according to the timetable in the FPPP.
3. After reviewing and evaluating the data, including the evaluation of classroom observation, the Personnel Committee will write an evaluative report, which will include a statement as to whether the teaching performance is satisfactory. Once the report has been written and

approved by the Personnel Committee, it will be submitted to the faculty member under review. At this time the faculty member under review may request a meeting with the Personnel Committee to discuss the report, may file a written reply, or accept the report as written. Any revision of the report following these procedures shall be left to the discretion of the Personnel Committee. The report shall then be transmitted to the Dean for review and entry into the PAF.

PART VII RANGE ELEVATION OF LECTURER FACULTY

Those wishing to apply for a range elevation should carefully review the CBA and FPPP.

- A. Excellent teaching is the first and indispensable requirement for range elevation. In its deliberations, the committee will consider the following areas of evaluation of teaching: knowledge of the field, organization, communication effectiveness, utilization of appropriate teaching methods and student learning experiences, and utilization of appropriately rigorous evaluation procedures. The committee will review the following sources of evidence and areas of contribution to the learning environment.
1. The candidate's self-evaluation which addresses teaching goals, philosophy, and strengths and weaknesses in the practice of teaching. The candidate should address his/her contributions to the current Department, College, and University Strategic Plan Goals.
 2. Course materials including syllabi, tests, texts, handouts, assignments, and examples of student achievement.
 3. Peer evaluations of teaching will include written reports of direct observations by tenure-track or tenured faculty once each year. Additional classroom observations may be requested by the candidate or the chair of the department.
 4. Student evaluations of teaching will include University-approved, quantitative SFOTs. Candidates are required to submit an accurate summary table of quantitative SFOT data for each course, along with an interpretation of the data.
 5. Evidence of contributions to elements of current Department, College and University Strategic Plan Goals.

The following evidence of excellence in instruction may also be included and considered.

- Evidence of contributions to the Department's student outcome assessment.
 - Evidence of contributions to K-12 and/or service learning.
 - Evidence of innovative teaching.
 - Evidence of interdisciplinary teaching and activities.
- B. When applying for range elevation additional evidence may be submitted and considered by the committee. This evidence must be pertinent to the teaching assignment, and can include:
- Memberships in relevant professional organizations.

- Participation or presentations at professional meetings.
- Active involvement in research.
- Service as an elected official or committee member of a professional group or society.
- Consultant roles in the field of psychology.
- Grants, awards, and honors received.
- Peer reviewed publications in psychology.
- Licensure as a Psychologist.

PART VIII OPERATING PROCEDURES OF THE PERSONNEL COMMITTEE

The following procedures refer to the review and evaluation process for full time faculty (including full time lecturer) and will take place once the dossier of the faculty member under review has been updated according to the College Personnel Review Calendar. Procedures for part-time lecturer faculty are specified in Part VI of this document.

A. READING FILES

Each member of the Personnel Committee eligible to participate in the review will review the PAF and dossier and sign in the appropriate places to indicate that he/she has done so. All members will have read the files before the meeting at which the candidate is reviewed. Anyone not having read the files will not vote on the candidate.

B. REVIEW SESSION # 1

1. One member of the committee previously designated by the chair will summarize the file from the faculty member under review.
2. A discussion clarifying the file will follow.
3. The Personnel Committee will generate questions for the interview, which will clarify issues brought up in the previous discussion. These questions will be provided to the faculty member under review prior to the interview.
4. In addition, the Personnel Committee will generate a list of any concerns or “needs to improve” which must be brought up with the faculty member under review at the interview.

C. THE PERSONNEL INTERVIEW

1. An interview will be conducted with faculty undergoing the following types of review: performance reviews, and periodic evaluations of tenure-track and tenured faculty and full-time lecturer faculty. Present at the interview will be the Personnel Committee chair, the department chair, and at least one additional eligible person from the Personnel Committee, designated by the faculty member under review. One member of the committee shall serve as secretary.

2. The faculty member under review will have the opportunity to address the questions raised by the Personnel Committee and to clarify aspects of the file.
3. The faculty member under review will have the opportunity to address any problem areas or “needs to improve” identified by the Personnel Committee.
4. A recording shall be made of the interview and retained until the review process is completed. The sole purpose of this tape is to enable the Secretary to transcribe an accurate record of the interview discussion. The Secretary will submit minutes of the interview to the Personnel Committee, verifying the accuracy with the committee and the faculty member under review prior to submitting them to the Dossier.
5. Should any serious questions arise during the interview, the faculty member under review or any member of the committee may request an interview with the full eligible membership of the Personnel Committee.
6. Once the interview session is officially closed, the WPAF for the candidate is closed to further entries unless the College Personnel Committee rules otherwise.

D. REVIEW SESSION # 2

1. At the Personnel Committee meeting following the interview, the Secretary will present a report of the interview. Other members of the Interview Committee will then comment.
2. The entire committee of eligible persons will discuss the responses of the faculty member under review.
3. When necessary, the final vote on the recommendation (retention/non-retention for performance reviews, tenure/non-tenure, promotion/non-promotion) will be taken and recorded.

E. REVIEW SESSION # 3: THE PERSONNEL REPORT

1. The Chair of the Personnel Committee will prepare or will designate a committee member to prepare a report reflecting the discussion of the Personnel Committee as a whole.
2. The first draft of the report will be presented to the entire Personnel Committee. The Committee will make recommendations for any changes.
3. The Personnel Committee will determine and vote on the ratings assigned to each of the evaluative categories. This is not required for periodic evaluations.
4. A final vote is taken on the report with the changes and ratings incorporated. The final vote for periodic evaluations is on the report with the changes.
5. Members abstaining or voting against the majority must write a separate report explaining their position.
6. To indicate his or her vote for or against the report, each member will sign the form provided by the Provost in the appropriate place.

PART IX ROTATION IMPLEMENTATION PLAN

A. THE “POOL”

Each spring semester, a “pool” of faculty eligible to serve on the Personnel Committee will be created.

1. Persons eligible for service shall include those who are full-time Associate or Full Professors with at least .5 assignment in Psychology.
2. No person’s name will be reentered in the “pool” after service until all eligible persons have served at least one term unless a tenured faculty member volunteers for additional service and the department concurs.
3. Exempt from the “pool” will be FERP faculty who choose to excuse themselves, faculty elected to the College personnel committee, faculty who apply for and are granted a “hardship” exemption by the Department Chair, faculty who are to be reviewed in the next personnel cycle, and faculty who are to be on leave in any part of the personnel cycle. Tenured faculty members who will undergo periodic evaluation of tenured faculty are not exempt from the “pool.”

B. THE “DRAW”

The Personnel Committee will draw two persons from the “pool” to serve in the next personnel cycle. The announcement of the drawing will be made in the April Department Meeting.

C. RATIFICATION AND CHAIR-ELECT

At the May meeting of the Department, the slate/nominations for committee membership will close. Subsequently, the Psychology faculty will vote by secret ballot to ratify the next year’s committee as drawn and the “Chair-Elect” from among the new committee members at Full Professor rank. In the event none of the new Personnel Committee members accepts the nomination to “Chair-Elect”, a member may volunteer or that position will be chosen by lot from among the new members who have not previously served as Chair. If both new members have previously served as Chair, the member who served the earliest term as Chair will be the “Chair-Elect”. If neither new members have previously served as chair, the member who has been full professor the longest period of time will be the “Chair-Elect.”




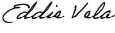
Department Standards Approval Sheet


Process:


- a) Department votes, if approved, Department Chair/Director submits to College Dean for review and approval;
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean approved Word document to OAPL via email for review;
- c) OAPL reviews for compliance with CBA/FPPP, consults with the dean, then forwards OAPL approved document to Provost for approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns approved document to OAPL.
- e) If not approved, OAPL forwards requested changes for revision and re-submission.
- f) If approved, OAPL adds *Provost Approved Date* footnote to page 1 of the document:
 - a. Routes this approval sheet with approved Standard for signatures via Adobe Sign,
 - b. Uploads document to OAPL Department Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

Approvals:

Chair/Director:  Date: Aug 31, 2022
Martin van den Berg (Aug 31, 2022 15:44 PDT)

Dean:  Date: Aug 31, 2022

OAPL:  Date: Sep 2, 2022

Provost:  Date: Sep 2, 2022



MEMORANDUM

DATE: August 30, 2022

TO: Martin van den Berg, Department Chair

CC: Edie Vela, Dean

FROM: Mahalley D. Allen, Associate Vice President for Academic Personnel

SUBJECT: Provisional Approval of PSYC Department RTP Standards

Thank you for submitting revised department RTP standards incorporating the [three new evaluation ratings](#) in each area of faculty performance.

Provost Larson has provisionally approved the attached department standards for the 2022-2023 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

- Section II.C: Resolve the question if minimum standards are the standards for meeting expectation per the comment. This then links into D as being contradictory.
- Section II.D: Rating definitions are vague and do not provide enough clear delineation of expectations. Words like consummate, excellence, competence, appreciable, significant, satisfactory, adequate need to be defined with criteria or examples.
- Resolve II.F.3 with section D by asserting differing definitions for meeting expectations by level. Resolve F.4 comment
- III.C.2 ditto on criteria definitions
- Resolve VI: full-lectures are not to be evaluated on the three areas of review.
- Additional comments to improve document.

Based on our review of recently submitted department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.
2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical

full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.

3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.
4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Monday, January 23, 2023, so that the Office of Academic Personnel and Provost Larson have adequate time to review the revisions prior to the start of the 2023-2024 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](#). You may now provide these provisionally approved standards to faculty in your department.