



California State  
University Chico

# **CALIFORNIA STATE UNIVERSITY, CHICO**

**Department of Psychology**

**Personnel Policies and Procedures**

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The Department of Psychology will follow the current Faculty Personnel Policies and Procedures (FPPP) of the University. 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 (“Personnel Committee” or “Committee”) 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 in accordance with the University Personnel Calendar.
2. Periodic Evaluation of probationary faculty in years when a retention evaluation decision is not occurring in accordance with the University Personnel Calendar.
3. Evaluation of lecturer faculty in the Department and reporting the results of the evaluation in accordance with the University Personnel Calendar.
4. Evaluation of lecturer faculty in the academic year in which they are teaching with respect to teaching effectiveness (see FPPP 9.0).
5. Periodic “Fifth-year” evaluation of tenured faculty.
6. Recruitment and selection of the lecturer pool 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 developing the details of the position requirements and the vacancy announcement.
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 4.0). 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 Personnel Committee may substitute for service on the Department Personnel Committee. The Department Chair shall grant delays in service for persons on leaves of absence, or persons with valid “hardship” claims. Persons undergoing fifth-year periodic evaluation are not eligible for exemption from service. FERP faculty may serve on the Personnel Committee after an agreement has been reached with the Personnel Committee during the previous cycle and if on a two-semester teaching assignment.

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 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 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 purpose of selecting a pool of persons eligible for 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, depending upon the budget, 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 the Committee membership 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 breach of confidence, the 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. 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, the established Faculty Code of Ethics (in the FPPP), and any applicable association of the faculty's discipline.
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's Mission and Goals (**see Box**), with the College and University Strategic Plans, as well as with the current Education Code and other relevant laws and regulations.
3. Other regulations as defined 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 three evaluation areas: Instruction, Professional Growth and Achievement, and 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 requirements and expectations which will be reviewed by the Committee in the process of rating individual performance in 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 sources of evidence and areas of contribution to the learning environment in Table 1. See Table 4 in Area C for ratings and expectations.

Table 1. Criteria for Instruction

Column A (Outcomes)	Column B (Activities)
<p>Demonstrated teaching effectiveness based on information from three sources:</p> <p><b>Self-evaluation</b></p> <ol style="list-style-type: none"> <li>1. A thorough and insightful self-evaluation, which addresses teaching goals, philosophy, and strengths and weaknesses in the practice of teaching.</li> <li>2. Demonstrated reflection on, engagement with, and ongoing attempts to improve pedagogical methods in light of equity gaps and awareness of diversity and inclusion.</li> </ol> <p><b>Peer and student evaluations</b></p> <ol style="list-style-type: none"> <li>3. A clear overview of how suggestions from peer observations of teaching were addressed and the role these have played in teaching.</li> <li>4. Most recent written report(s) of peer evaluations of teaching by tenured faculty with no individual item below 3.0.</li> <li>5. Evidence of thoughtful reflection on student feedback on teaching and learning, addressing and demonstrating the steps that have been taken to improve the overall quality of teaching in response to these evaluations</li> </ol>	<p>Other teaching related activities that are valued in the RTP process, for example:</p> <ul style="list-style-type: none"> <li>• Attending trainings, workshops, TLP consulting sessions, teaching-oriented conferences/conference sessions, FLCs, or presentations on topics related to improving teaching effectiveness such as: <ul style="list-style-type: none"> <li>○ using new or innovative technologies in the classroom,</li> <li>○ new pedagogies,</li> <li>○ improving equity, diversity, and inclusion in classes.</li> </ul> </li> <li>• Evidence of contributions to the scholarship of teaching and learning, such as: <ul style="list-style-type: none"> <li>○ sharing pedagogical expertise,</li> <li>○ presenting at a teaching-oriented conference or conference session,</li> <li>○ presenting a pedagogical workshop.</li> </ul> </li> <li>• Active and widespread adoption and implementation of culturally responsive and/or anti-racist pedagogies and course content.</li> <li>• Implementing Universal Design for Learning principles to make all materials highly accessible for all students.</li> <li>• Evidence of interdisciplinary teaching and activities.</li> <li>• Evidence of teaching outside of the classroom, such as service learning</li> <li>• Teaching at least five different catalog courses per academic year.</li> <li>• Active and significant involvement in updating and redesigning course(s)</li> <li>• Creating and teaching a new course for the department that has not previously been in the catalog, possibly including participation in getting the course approved by the university.</li> </ul>

<p><b>Course materials</b></p> <p>6. A thoughtfully selected sampling of course materials that demonstrate expertise in, and knowledge of, both scholarly subject matter and teaching methods appropriate to the courses the candidate teaches. This must include syllabi with semester schedule for each course taught during the period of review.</p>	<ul style="list-style-type: none"> <li>• Active involvement in the teaching of writing, such as by teaching multiple writing courses in a semester or other ways in which writing is emphasized in one’s teaching</li> <li>• Receiving a teaching award at the college level or beyond</li> <li>• Evidence of student success in post-graduate endeavors</li> <li>• A demonstrated commitment to student learning outcomes, such as tracking performance using pre/post measures or rubric scores across the semester</li> <li>• Any other evidence that demonstrates accomplishments in or a commitment to teaching effectiveness</li> </ul>
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Partly inspired by: <https://resources.depaul.edu/teaching-commons/teaching-guides/reflective-practice/Pages/teaching-effectiveness.aspx>

2. Professional Growth and Achievement. Scholarly activities are viewed as essential to the academic community. There is a wide range of scholarly activities that faculty can engage in to provide for ongoing growth, enrichment, contribution to, and recognition in, the profession of psychology. By using a broader lens [Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press] to examine and evaluate scholarly engagement, the department is encouraging an environment in which faculty can actively affect the communities in which they directly engage. This enhances the University’s stature and implements goals as expressed in its Strategic Priorities and Enduring Commitments. The Committee will evaluate the product(s) and the quality of professional achievements and activities. In its deliberations, the Committee will consider the candidate’s narrative and other evidence of professional activity and scholarship provided by the candidate as listed in Table 2. See Table 5 in Area C for ratings and expectations.

Table 2. Criteria for Professional Growth and Achievement

Column A (Outcomes)	Column B (Activities)
<ol style="list-style-type: none"> <li>1. A thoughtful narrative describing scholarly or engaged activity<sup>1</sup>, which includes plans for continued professional growth and achievement.</li> <li>2. Authorship<sup>2</sup> on products that meet the criteria for scholarly or engaged activity, such as: <ul style="list-style-type: none"> <li>• Peer-reviewed publication<sup>3</sup></li> <li>• Book</li> <li>• Chapter</li> <li>• Widely distributed multi-media materials</li> <li>• Community report</li> <li>• Technical report or manual</li> <li>• Accreditation report</li> <li>• A funded national-level or state-level research or training grant</li> </ul> </li> </ol>	<p>Activities that support continued professional growth and achievement, such as:</p> <ul style="list-style-type: none"> <li>• Data collection in-progress or completed</li> <li>• A poster presentation at a local or regional meeting not yet presented elsewhere</li> <li>• Submission of a grant at any level between local and national</li> <li>• Receiving a college or university grant</li> <li>• Working on a manuscript in-progress</li> <li>• Submission of an article, book proposal, chapter etc. for review</li> <li>• Editing a book or special issue of a journal</li> <li>• Authored or coauthored a peer-reviewed regional, national, or international conference poster, presentation or workshop</li> </ul>



- Any other work that meets the criteria in the list below

**Criteria for Scholarly Activity**

- Requires a high level of discipline-related expertise
- Conducted in a scholarly manner with clear goals, adequate preparation, and appropriate methodology
- The work and its results are appropriately documented and disseminated. This reporting includes reflective critique addressing the significance of the work, the process of inquiry, and what was learned
- Has significance beyond the individual context
- Breaks new ground or is innovative
- Can be replicated or elaborated
- The work – both product and process – is reviewed and judged to be meritorious and significant by a panel of peers

- Invited presentation in one’s area of expertise beyond the campus level
- Creating and/or delivering a multi-session training in one’s area of expertise
- Building relationships with community partners
- Being involved in internal or external program evaluation
- Developing multi-media materials for a broad audience
- Obtaining and/or maintaining a professional licensure or credentialing (state, national, international) in psychology or related field
- Research and research practices that promote equity, diversity, and inclusion
- Any other activities that contribute to progress towards products in A2, as demonstrated by the candidate

From: Diamond, R.M. & Adam, B. A. (2004). Balancing institutional, disciplinary and faculty priorities with public and social needs. *Arts and Humanities in Higher Education*, 3(1), 29-40. <https://doi.org/10.1177/1474022204039643>

<sup>1</sup>Candidate must demonstrate how the work meets all seven criteria for scholarly activity, AND department personnel committee must include in the report which activities are approved and this approval will be honored by department personnel committees in subsequent reviews.

<sup>2</sup>To get credit for a product of scholarly activity, the candidate needs to be listed as an author on the byline. The Committee does not consider position of authorship (first author, second author, etc.) in its deliberations.

<sup>3</sup>Candidate should document the quality of the journals in which the candidate has published. Avoid publishing outlets that have multiple warning signs of predatory publishing, such as having a very wide scope, spam emails inviting submissions, poor editing of articles (many spelling mistakes and poor grammar), very fast times from submission to publication, and hidden charges. The website <https://thinkchecksubmit.org> offers detailed resources to identify predatory journals.

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 scholarly activity, faculty are expected to maintain involvement in, and to contribute to, the ongoing governance needs of the Department and University community. The department values efforts and work toward attaining the goals expressed in the Department or University Strategic Priorities and Enduring Commitments. In its deliberations the Committee will consider the items in Table 3 as evidence of service contributions to the Department, College, and University, as well as the Community. See Table 6 in Area C for ratings and expectations.

Table 3. Criteria for Service

Column A (Membership/Activities)	Column B (Leadership)
<p>1. Department – committee membership</p> <ul style="list-style-type: none"> <li>• Active participation as a member on a department committee:               <ul style="list-style-type: none"> <li>○ Executive committee</li> <li>○ Undergraduate curriculum committee</li> <li>○ Undergraduate advising committee</li> <li>○ Graduate committee</li> <li>○ Psychological Science committee</li> <li>○ School Psychology/PPS committee</li> <li>○ M.S. in Psychology/MFT committee</li> <li>○ Undergraduate program assessment committee</li> <li>○ Student awards committee</li> <li>○ Personnel committee</li> </ul> </li> </ul>	<p>1. Department – committee leadership</p> <ul style="list-style-type: none"> <li>• Serving as committee chair or program coordinator in the department</li> <li>• Serving as department chair</li> </ul>
<p>2. Department – activities</p> <ul style="list-style-type: none"> <li>• Student recruitment (undergraduate or graduate) including development of materials or representation of program/department both on and off campus</li> <li>• Student mentorship</li> <li>• Serving as advisor of an active departmental student club</li> <li>• Establishing a new graduate internship or traineeship placement site</li> <li>• Serving as software/hardware/web administrator for department services</li> <li>• Department service that promotes equity, diversity, and inclusion</li> <li>• Any activity that enhances the functioning and/or reputation of programs in the department</li> </ul>	<p>2. Department – leadership</p> <ul style="list-style-type: none"> <li>• Chairing Master’s culminating project</li> <li>• Maintaining a graduate internship or traineeship program</li> <li>• Any leadership role that enhances the functioning and/or the reputation of programs in the department</li> </ul>
<p>3. College/University – membership</p> <ul style="list-style-type: none"> <li>• Participation in college or university committees that require significant time commitments (e.g., meets once a week) and produce and contribute to the College and University (e.g., academic program revisions, strategic planning, curriculum development)</li> </ul>	<p>3. College/University – leadership</p> <ul style="list-style-type: none"> <li>• Serving in a leadership position within the college or university committee and /or task force</li> <li>• Serving on Faculty Senate</li> <li>• Any leadership role that enhances the functioning and/or reputation of the college or university</li> </ul>

<ul style="list-style-type: none"> <li>• Judging for campus or community events</li> <li>• Serving on advisory committees for professional programs/departments within the university especially for curricular and program development</li> <li>• Organizing cultural events within the university</li> <li>• Mentorship to junior faculty colleagues, students (i.e., Adelante, etc.)</li> <li>• Marshalling at commencement ceremonies</li> <li>• College/university service that promotes equity, diversity, and inclusion</li> <li>• Any activity that enhances the functioning and/or reputation of the college or university</li> </ul>	
<p>4. Community/Profession - membership</p> <ul style="list-style-type: none"> <li>• Speaking engagements to campus and/or community groups</li> <li>• Judging for community events</li> <li>• Active participation in community service organizations related to the area of expertise.</li> <li>• Ad hoc reviewer for academic journals</li> <li>• Reviewing manuscripts or proposals considered for publication (journals, conference papers, or books) for academic or professional conferences</li> <li>• Reviewing submissions considered for academic or professional conferences</li> <li>• Reviewing grants for external funding agencies</li> <li>• Participating as a panelist or moderator at national, regional, or local conference in the field (unless documented as a research presentation in the scholarship section)</li> <li>• Advising or assisting student organizations</li> <li>• Community service/outreach tied to the discipline</li> <li>• Reviewing/judging student competitions/work</li> <li>• Promoting the university/program at conferences or within the community</li> <li>• Serving as an external evaluator of promotion and tenure dossiers</li> <li>• Community/profession service that promotes equity, diversity, and inclusion</li> <li>• Any activity that enhances the functioning and/or reputation of the community, or profession</li> </ul>	<p>4. Community/Profession - leadership</p> <ul style="list-style-type: none"> <li>• Serving on a board or advisory committees for community institutions or organizations in one's area of expertise</li> <li>• Serving in a leadership role for CFA</li> <li>• Service in a leadership position in professional societies (e.g., Chair Association Chair, etc.)</li> <li>• Serving on an editorial board or as an editor (or associate editor) of a scholarly journal or academic book</li> <li>• Development of seminars and workshops pertaining to department disciplines</li> <li>• Mentorship to junior faculty colleagues</li> <li>• Professional contributions through services as an officer, committee chair or other administrative responsibility in appropriate scholarly and/or professional organizations</li> <li>• Organizing cultural events within the community as it pertains to one's professional expertise</li> <li>• Organizing an academic conference</li> <li>• Conducting external reviews of programs and departments</li> <li>• Serving in the leadership of academic societies</li> <li>• Mentorship to junior faculty colleagues, students (i.e., NASP, etc.)</li> <li>• Consultant to regional or national organizations and agencies</li> <li>• Officer or board member of regional professional, health, non-profit, or service organizations</li> <li>• Any leadership role that enhances the functioning and/or reputation of the community, or profession</li> </ul>

C. RATINGS / EXPECTATIONS

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 Service. For each area of review, the tables below describe the expectations for a rating of Exceeds Expectations or Meets Expectations, relative to time in rank. When the evidence in the dossier falls below the requirements for a rating of Meets Expectations, a rating of Does Not Meet Expectations will need to be given. The criteria for different ratings are as follows (refer to FPPP 10.3 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. A rating of Does Not Meet Expectations indicates significant deficiencies that require immediate attention and correction.
  
2. Specific Criteria for each area of evaluation
  - a. Instruction.

Table 4. Expectations for Instruction

	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
2 <sup>nd</sup> Year Performance Review  Period of review: date of appointment* to dossier due date	A1, A2, A3, A5, and A6	All items from Area A  ≥ 2 items from B
4 <sup>th</sup> Year Performance Review	All items from Area A, and  ≥ 2 items from B	All items from Area A  ≥ 4 items from B

Period of review: date of appointment to dossier due date		
6 <sup>th</sup> Year Retention, Tenure, and Promotion to Associate Review  Period of review: date of appointment* to dossier due date	All items from Area A, and  ≥ 3 items from Area B	All items from Area A, and  ≥ 6 items from Area B
Promotion to Full Professor Review  Period of review: from promotion-to-associate dossier due date to promotion-to-full dossier due date	All items from Area A, and  ≥ 3 items from Area B	All items from Area A, and  ≥ 6 items from Area B

\*FPPP – Chapter 10 describes how to determine a tenure-track faculty member’s date of appointment

The candidate will include in the dossier enough materials to document that the expectations have been met. For Instruction, the candidate should therefore include all items from Table 1, column A. Additionally, the candidate should list and describe no more than 10 items from Table 1, column B in the self-evaluation narrative. The Committee is available for providing guidance in selecting which items from Column B to include in the dossier.

Multiple occurrences of items in Column B can be double counted. For example, participating in multiple Faculty Learning Communities can count for multiple B activities.

b. Professional Growth and Achievement.

Table 5. Expectations for Professional Growth and Achievement

	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
2 <sup>nd</sup> Year Performance Review  Period of review: date of appointment to dossier due date	A1, and  ≥ 1 item(s) from Area B	A1, and  ≥ 3 items from Area B

4 <sup>th</sup> Year Performance Review  Period of review: date of appointment to dossier due date	A1, and  ≥ 3 items from B	A1, one item from A2, and  ≥ 5 items from B
6 <sup>th</sup> Year Retention, Tenure, and Promotion to Associate Review  Period of review: date of appointment to dossier due date	A1, one item from A2, and  ≥ 5 items from Area B	A1, two items from A2, and  ≥ 7 items from Area B
Promotion to Full Professor Review  Period of review: from promotion-to-associate dossier due date to promotion-to-full dossier due date	A1, one Item from A2, and  ≥ 5 items from Area B	A1, two items from A2, and  ≥ 7 items from Area B

The candidate will include in the dossier enough materials to document that the expectations have been met. The dossier should include a narrative that describes ongoing scholarly or engaged activity, including plans for continued professional growth and achievement. In the narrative, the candidate should explain how their work and product(s) meet the seven criteria for scholarly activity. Additionally, the narrative should include a brief description of no more than 10 items from Table 2, Column B. The Committee is available for providing guidance in selecting which items from Column B to include in the dossier.

Multiple outcomes of the same kind in Column A can double count for Professional Growth and Achievement. Multiple occurrences of items in Column B can also be double counted. For example, presenting multiple unique posters at conferences can count for multiple B activities.

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

Table 6. Expectations for Service that Contributes to the Strategic Plans and Goals of the Department, College, and University as well as the Community.

	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
2 <sup>nd</sup> Year Performance Review	At time of review: A: ≥ 4, with ≥ 1 from A1	At time of review: A: ≥ 6, with ≥ 2 from A1

Period of review: date of appointment to dossier due date		
4 <sup>th</sup> Year Performance Review  Period of review: previous performance review dossier due date to current dossier due date	Since last review: A: $\geq 6$ , with $\geq 2$ from A1	Since last review: A: $\geq 8$ , with $\geq 2$ from A1 B: $\geq 1$ in total period of review
6 <sup>th</sup> Year Retention, Tenure, and Promotion to Associate Review  Period of review: previous performance review dossier due date to current dossier due date	Since last review: A: $\geq 8$ , with $\geq 2$ from A1 B: $\geq 1$ in total period of review	Since last review: A: $\geq 10$ , with $\geq 2$ from A1  B: $\geq 2$ in total period of review
Promotion to Full Professor Review  Period of review: from promotion-to-associate dossier due date to promotion-to-full dossier due date	Since last review: A: $\geq 16$ , with $\geq 4$ from A1 B: $\geq 3$ in total period of review	Since last review: A: $\geq 20$ , with $\geq 5$ from A1 B: $\geq 5$ in total period of review

The candidate will include in the dossier enough materials to document that the expectations have been met. The dossier must include a thoughtful narrative, describing service activities and leadership positions, addressing how the Expectations from the table have been met or exceeded in the current period of review. The narrative must also include honest and transparent details about the work that was done, what was accomplished, and any release time or compensation that was received.

The department recognizes the value of long-term commitment to the same service activities, considering the learning curve associated with starting new activities, the development of connections, and acquisition of knowledge and experience. Therefore, service activities in Table 3, Column A1 and B1 are only counted once for each period of review. Activities in Column A2-A4, as well as in Column B2-B4, can be double counted.

#### D. 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 or periodic evaluation.
2. Classroom observations will be conducted by an Observation Team composed of the Department Chair or their 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 within four weeks of when the observation is conducted and at least two weeks prior to the candidate's dossier deadline, whichever comes sooner. The Department Chair will send the report to the candidate as well as submit it to the Appropriate Administrator, who will place a copy in the candidate's PAF.

#### E. 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 consistently conducted themselves in accordance with the FPPP Faculty Code of Ethics and other appropriate ethical guidelines in the field of psychology.
2. In order to be recommended for promotion to Associate, a candidate must have ratings of Meets Expectations or Exceeds Expectations in all three areas of evaluation matching the 6th Year Retention, Tenure, and Promotion to Associate Review in Tables 4-6. To be recommended for promotion to Full, a candidate must have ratings of Meets Expectations or Exceeds Expectations in all three areas of evaluation matching the Promotion to Full Professor Review in Tables 4-6



3. Promotion to the ranks of Associate or Full Professor requires possession of the doctoral degree. In addition, candidates for promotion to Full Professor must also clearly demonstrate substantial professional recognition at and/or beyond the University itself.
4. 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 does not mean that individuals will be rewarded on the basis of their length of service alone.

#### F. SPECIFIC CRITERIA FOR TENURE

1. Persons must have met the General Requirements for RTP outlined in Part II.A. above and must have consistently conducted themselves in accordance with the FPPP Faculty Code of Ethics and other appropriate ethical guidelines in the field of psychology.
2. In order to be recommended for tenure, a candidate must have ratings of Meets Expectations or Exceeds Expectations in all three areas of evaluation matching the 6th Year Retention, Tenure, and Promotion to Associate Review in Tables 4-6.

#### G. 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. 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 to associate professor before the beginning of the sixth consecutive fulltime *probationary year*. For individuals who are tenured, "accelerated promotion" to full professor 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 to associate professor, 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 final decision the candidate may withdraw their 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 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, for periodic evaluations of tenured faculty, the period being reviewed is limited to the time since the previous review or evaluation. For probationary faculty, the period being reviewed is from the date of appointment as described in the FPPP. 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 PROFESSORS

1. General Guidelines

According to University Policies and Procedures (see FPPP), all tenured faculty 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 periodic 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 their 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 student feedback on teaching and learning (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 evaluations of instruction for courses representative of the faculty member's responsibilities during the evaluation cycle and student feedback on teaching and learning. 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 according to the timelines provided in the FPPP and CBA.
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

Lecturer faculty will be reviewed and evaluated for instruction effectiveness according to the time schedule stated in the FPPP. Lecturer faculty shall be evaluated according to the procedures above for instruction, similar to tenure-track faculty undergoing a periodic evaluation.

The outcome of the review will be a report submitted to the Department Chair, College Dean, Personnel Action 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 LECTURER 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 feedback on teaching and learning.
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 review 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. An updated vita or resume
7. 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 deliberate and prepare a written evaluative report of the classroom observation within four weeks of when the observation is conducted and at least two weeks prior to the candidate's dossier deadline, whichever comes sooner. The Department Chair will send the report to the faculty member under review as well as submit it to the Appropriate Administrator, who will place a copy in the candidate's 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 their 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 feedback on teaching and learning 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.
- Obtaining and/or maintaining a professional licensure or credentialing (state, national, international) in psychology or related field.

## **PART VIII OPERATING PROCEDURES OF THE PERSONNEL COMMITTEE**

The following procedures refer to the review and evaluation process for tenure-track and tenured faculty undergoing review and will take place once the dossier of the faculty member under review has been updated according to the College Personnel Review Calendar.

### **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 they have 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, when applicable, 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 for retention, tenure, or promotion and periodic evaluations of tenured 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. With the permission of everyone present, a recording shall be made of the interview and retained until the review process is completed. The sole purpose of this recording 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 except according to the procedures of the FPPP.

**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 must write a separate report explaining their position.
6. To indicate their vote for or against the report, each member will sign the form provided by Faculty Affairs and Success 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/Program Standards Approval Sheet

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Process:

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

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Chair/Director Approval:   
Martin van den Berg (Aug 12, 2024 13:46 PDT)

Date: Aug 12, 2024

Dean Review: Ryan Patten  
Ryan Patten (Aug 12, 2024 17:29 PDT)

Date: Aug 12, 2024

Provost/Designee Approval: Mahalley D. Allen

Date: Aug 13, 2024