

## *Psychology Department Personnel Policies*

### **7.2.11 Department of Psychology**

The psychology department serves the missions of the College of the Sciences and the university by

- offering strong undergraduate and graduate programs of study through which students can develop an understanding of the perspectives, content, and methods of the science and practice of psychology,
- serving as a center for research related to human and animal behavior, and
- providing psychological and educational services to the community.

The department's standards of faculty performance combine guidance for every faculty member with sufficient latitude for complementary individual strengths to maximize the effectiveness of the department as a whole. The department's personnel policies are intended only to address issues not covered by college and university level policies.

#### **7.2.11.1. Instruction: Standard and Evaluation**

*Teaching assignments.* The department chair assigns teaching responsibilities to faculty members in conformity with college and university policies, the collective bargaining agreement, and the department's mission. Within these strictures, faculty expertise, experience, balance within and between faculty members, and individual preferences are considered by the chair when making assignments.

*Individual instruction.* With the approval of the department chair and dean, faculty members may offer instruction to individual students by enrolling the student for credits in Individual Study, Directed Research, Thesis, and similar courses. The portion of a faculty member's work load credited to individual instruction is subject to approval by the department chair and will not exceed 6 work units per year. Arranged courses and PSY 340 (Teaching of Psychology) credits do not count toward workload units. The need to support the department's scheduled classes takes precedence over individual instruction.

*Student advising.* Each faculty member is expected share equally providing academic advice to the department's undergraduate and graduate students.

*Practicum supervision.* The demands of graduate clinical practicum supervision warrant a higher faculty/student ratio per work unit than typical group courses. The department maintains standards of clinical supervision loads consistent with those of national accrediting bodies.

*Licensure.* Professional licensure or certification, and related continuing education activity, may be appropriate to some of the instructional roles in the psychology department. The department recognizes a need to support faculty members who have these obligations, within the limitations of state law and university policies.

*Evaluation.* In addition to the teaching evaluation mechanisms described in college and university policies, the department provides a peer evaluation opportunity each year, where small groups of faculty meet and review each other's course syllabi and other instructional and/or assessment materials.

#### **7.2.11.2. Research and Scholarly Activity: Standard and Evaluation**

The policies of the college and university are sufficient to describe the research and scholarly expectations of the department's faculty. We encourage the development of a coherent and enduring theme that guides one's research and scholarship. We value collaborations with colleagues and engaging students in our research and publications. Faculty members are encouraged to seek external funding for their scholarly activities.

*Evaluation.* The department's evaluation procedures are consistent with college and university policies.

#### **7.2.11.3. Service: Standard and Evaluation**

*Accreditation.* Faculty members in programs that must meet external accreditation standards participate in accreditation-driven activity. This special service is recognized in their overall service assignment.

*Committee service.* Each faculty member is expected to share equally in the work of the standing and ad hoc committees of the department and university. Service to student clubs is considered part of this activity. Where needed, faculty members serve as liaisons to extra-departmental bodies, such as the Center for Teaching and Learning Executive Committee, or the Professional Education Advisory Boards. The workload units (WLUs) allocated for the following department committees reflect the minimum WLUs for the service activity. Additional WLUs may be warranted, depending on the committee charges and tasks for the year.

##### Psychology Department Standing Committees:

*Assessment Committee:* Chair (2 WLUs), Member (1 WLU)

*Personnel Committee:* Chair (2 WLUs), Member (1 WLU)

*Undergraduate Curriculum and Advisement Committee:* Chair (1 WLU), Member (.5 WLU)

*Graduate Program Committees:* Chair (no additional WLUs beyond program director), Member (.5 WLU)

Psychology Department Ad Hoc Committees:

*Online Major Advisory Committee:* Chair (no additional WLUs beyond program director), Member (.5 WLU)

*Mentoring Committee:* Chair and Members (.5 WLU)

*Course Substitution Committee:* Members (no chair, .5 WLU)

*Scholarship Committees:* Chair and Members (.5 WLU)

*Faculty Search Committees:* Chair (2 WLUs), Members (1 WLU)

Other Department Service: Workload units will be negotiated with the department chair.

*Program administration.* Faculty assignments to departmental program administration are recognized in the faculty member's workload plan.

*Evaluation.* The department's evaluation procedures are consistent with college and university policies.

#### 7.2.11.4. **Discipline specific standards for title, rank and tenure**

The department's policies regarding title and rank are consistent with college and university policies.

***Tenure and Promotion to Associate Professor.*** The decision to award tenure to a faculty member signals a mutual commitment by the university and the faculty member to continuous support and productivity in a career of teaching, scholarship, and service. A tenure decision is based on assessment of the candidate's entire professional record. In addition to assessment of teaching, scholarship, and service, contributions to the welfare and effectiveness of the department, as well as to an atmosphere of collegiality, are given weight in these deliberations.

***Benchmarks to Tenure and Promotion to Associate Professor:*** The following represents a recommended set of benchmarks in the tenure process:

##### *Years 1 and 2*

##### Candidate Responsibilities:

- Prepare instructional plans and materials for new courses.
- Advise students as assigned by the department.
- Establish research infrastructure

- Develop a written research agenda for discussion with the department chair.
- If appropriate, submit grant proposals and establish funding.
- Continue lines of scholarship with publication of work executed at previous institutions or develop new interests, to a point where new Category A or B products are forthcoming in the second year.
- Perform assigned department service.
- Serve as member of masters' thesis committees. Begin to chair masters' thesis committees as soon as graduate faculty status is awarded.

Departmental Responsibilities:

- Provide release time to initiate scholarship in first year.
- Work with administration to provide appropriate facilities and resources to establish research program.
- Identify external programs and resources for research program support.
- Provide evaluation and, as needed, mentoring for teaching and scholarship.
- Engage in peer review of instruction.
- Provide annual feedback and specific recommendations on progress toward tenure.

*Years 3 & 4*

Candidate Responsibilities:

- Demonstrate response to self-, peer-, and student assessment of instruction.
- Advise students as assigned by the department.
- Actively mentor student research.
- Submit results of research performed at CWU for peer-reviewed Category A publication(s).
- Revise research agenda to reflect initial findings, growth, and new opportunities or ideas.
- Expand service contributions at the college or university level.
- Establish external service roles, such as activity in professional associations, editorial service, etc.
- Continue to serve as member and chair of masters' thesis committees

Departmental Responsibilities:

- Acknowledge and commend faculty contributions.

- Enhance the campus-wide visibility of faculty contributions.
- Continue support for grant submissions, as needed.
- Engage in peer review of instruction.
- Provide annual feedback and specific recommendations on progress toward tenure.

#### *Years 5 & 6*

- Continues the pattern of years 3 and 4, with more consistent and independent teaching, scholarly, and service accomplishments.
- Submit results of research performed at CWU for additional peer-reviewed Category A publication(s).
- Begins to take the lead in appropriate department and university activities

***Promotion to Full Professor.*** CWU’s University Policy on promotion to the rank of Professor recognizes excellent teaching that commands the respect of the faculty and students; an accumulated record of superior peer-reviewed scholarship since the previous promotion; and sustained contributions to university life, and increasing service to professional organizations and/or the community. In supplement to the University Policy, the Psychology department recognizes that there needs to be some room for flexibility in assessing excellence in each of the three areas. The following describes how faculty members can demonstrate excellence in Teaching, Scholarship and Service since time of tenure and promotion to Associate Professor. The time frame for evaluation is the past 4 years.

#### Department Standard for Excellence in Teaching

In order to demonstrate excellence in teaching, the faculty member must meet ALL of the following criteria:

- Demonstrate sustained performance through student evaluation of instruction as evidenced by minimum average of 4.0 on the questions “How would you rate this course as a whole” and “How would you rate this instructor’s teaching effectiveness?” on the Student Evaluations of Instruction (SEOI). The average is taken across all courses taught during the review period. If the faculty member's teaching has a large percentage of credit-bearing courses that do not include SEOIs, then the faculty member should be able to provide alternate and convincing evidence of excellence in teaching. If persistent areas of concern are noted from students or peers, the instructor must have demonstrated steps to remedy. These steps may include attending institutional offerings (e.g., professional

development seminars), regional/national teaching conferences/workshops), increased peer reviews and discussions, syllabi reviews, etc.

- Review and summarize SEOI results obtained during the review period, including a self-reflection of changes in teaching strategies based on the results.
- Document peer review of syllabi and other instructional materials (e.g. assignments, assessments, etc.). Peer review should occur the majority of the years during the review period.
- Have your teaching observed at least once by a peer during the review period.
- Teach classes as assigned by the department chair.
- Contribute to department efforts to develop curriculum and offer undergraduate and/or graduate programs.

### **Department Standard for Excellence in Scholarship**

In order to demonstrate excellence in scholarship (for the purposes of promotion to full professor), the faculty member must meet ALL of the following criteria:

- Engage in an ongoing and sustained, programmatic research activity involving students.
- Participation in regional, national and international forums in which faculty present their own research and interact with external members of relevant research communities. Outcomes (Category B) should average one per every 2 years in the evaluation period.
- Publish a minimum of 1 Category A on average every 2 years during the evaluation period. At least one Category A publication should be a “first” or “corresponding” authorship.
- Maintain a regular membership on the Graduate faculty.
- Chair at least two graduate student thesis or projects to completion during the evaluation period.

### **Department Standard for Excellence in Service**

In order to demonstrate excellence in service, the faculty member must meet ALL of the following criteria:

- Serve on at least one college or university committee during the review period.
- Participate in department committees during the review period (as assigned).
- Perform at least one service activity to the profession, community, or the schools during the review period.

Service contributions can include, but are not limited to:

*Service to the University*

- Serve on university, college, and departmental committees;
- Serve in an administrative capacity within the department, such as Department Chair or Director of Undergraduate or Graduate Program;
- Expert assistance to individuals and groups within the university;
- Participation in student recruiting activities;
- Organize university event;
- Coordinate speaker series; or
- Evidence of work with student organizations or activities.

*Service to the Profession (discipline)*

- Serve a professional organization through committee, task force, or panel work;
- Serve a national or regional agency, including appointment to a funding panel;
- Edit or review of publications for a refereed journal or book;
- Provide a solicited review of grant proposals from an extramural funding agency;
- Convene or organize a formal workshop, conference, or field trip for professional peers; or
- Organize or chair a session at a national or regional professional meeting.

*Service to the Community (must be related to professional expertise)*

- Deliver invited lectures and presentations in psychology to community groups;
- Work in K-12 classrooms (not as a parent volunteer);
- Coordinate activities and visiting speakers with the K-12 community; or
- Provide professional expertise to organization or agency outside the university.

**Post-tenure Review.** Post-tenure review assures continued performance in assigned areas of faculty work at appropriate rank and consistent with the university mission and accreditation standards. Performance in the three areas of faculty work is typically expected during any five-year post-tenure review cycle, but evaluation will be based on a faculty member's approved workload plan. All tenured faculty members are expected to sustain scholarly activity during any given post-tenure

review period. The balance of instruction, scholarship, and service may evolve throughout an individual's career and performance expectations in each category are established through the workload plan that is assigned by the department and approved by the dean. If scholarship workload units are consistently requested and assigned, a commensurate level of scholarship outcomes is expected.

**Merit.** In order to be considered for merit adjustment based on scholarship, teaching, or service performance through post-tenure review, a full professor must demonstrate that he/she has continued to meet department, college, and university criteria for excellence in the appropriate area. Department standards for excellence in teaching and service are listed under the criteria for promotion to full professor.

**Department Standard for Excellence in Scholarship (Merit)**

In order to demonstrate excellence in scholarship (for the purposes of merit), the faculty member must meet ONE of the following criteria:

- Three Category A articles published or in-press during the review process. One or more must include student co-author(s).
- Two Category A articles published or in-press during the review process *plus* at least 4 Category B accomplishments during the period. One or more Category A articles *or* at least 2 of the Category B accomplishments must include student co-authors.
- One Category A article published or in-press during the review process *plus* at least 8 Category B accomplishments during the period. The Category A article *or* at least 4 of the Category B accomplishments must include student co-authors.

Approved:

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Department Chair, Psychology

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Date

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Dean, College of the Sciences

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Date

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Provost

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Date