

Psychology Department Personnel Policies

Department of Psychology

The Department of Psychology serves the missions of the College of the Sciences and the University through:

- 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. In preparing their professional record for reappointment, tenure, promotion, or post-tenure review, faculty should follow the University Faculty 180 guidelines for documentation of instruction, scholarship, and service.

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 workload 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 to provide academic/professional advice as needed and/or as assigned.

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 activities may be appropriate to some instructional roles in the Department of Psychology. 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 encourages faculty to meet in pairs or small groups each year to review each other's course syllabi and other instructional and/or assessment materials. SEOI feedback will be considered with the understanding that this information may be unfairly biased on the basis of race, gender, ethnicity, nationality, age, religion, personality, class content, and/or other factors. SEOI information will therefore be reviewed with caution in the context of all other evidence related to teaching.

Research and Scholarly Activity: Standards and Evaluation

The department expects to recommend tenure, promotion and continuation for post-tenure review only to those faculty members who show evidence of scholarship. The department also values collaborative efforts in scholarly activities. In accordance with the University Faculty Criteria and the COTS policy manual, scholarly products and activities are divided into two categories: Category A and Category B.

Category A are discipline-recognized products, for which the faculty member is a major contributor, and that are formally peer-reviewed and disseminated outside the university. Products resulting from collaborative work for which the faculty member has made a substantive contribution to the authorship and intellectual merit and/or design also fall into Category A. It is the responsibility of the candidate being reviewed to provide clear evidence of the formal peer-review process, and their level of contribution, for each category A product. Faculty may work with the chair and members of the personnel committee when (a) choosing a particular outlet, and (b) documenting the peer review process. Category A products include outputs widely recognized as being subject to formal and rigorous peer-review processes and disseminated outside the university. These include but are not limited to:

- Refereed journal articles
- Published, peer reviewed Case Studies
- Research monographs and peer-reviewed technical reports
- Scholarly books, textbooks, and chapters
- Principal or co-PI of funded agency or foundation grants that involve recognized peer-review award criteria
- Published, peer-reviewed conference articles and proceedings that are full-length manuscripts subjected to traditional peer-review
- Patents

Category B products include other formal activities that are not subjected to formal and rigorous peer-review but enrich the intellectual life of the faculty, the students, and the university. These include, but are not limited to:

- Grant proposal submitted for external peer-review (lead PI or substantive co-PI)
- Research contracts that are not subject to external peer review

- Contributing role on a funded, external peer-reviewed grant, but not as a substantive co-PI (as above)
- Presentation in conferences, scientific meetings and workshops in area of expertise
- Collaboration with students in scholarly activities leading to external recognition
- Publicly available research and technical papers (e.g., studies formally entered into a state agency's records which is open to the public)
- Grant reports and technical research/data reports that are not peer-reviewed
- Published test banks, study guides, and pedagogical resources subjected to editorial review by an academic publishing company or governmental agency or professional society
- Book reviews
- Other activities may meet the criteria for Category B provided the candidate provides clear evidence of the scholarly value of the activity

Service: Standard and Evaluation

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

Committee service. Each faculty member is expected to engage in the work of the standing and ad hoc committees of the department, college, and/or 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 or the Professional Education Advisory Boards.

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

In addition to the list above, 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

- 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 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.

Psychology Department Standards for Reappointment, Tenure and Promotion

The department's policies regarding reappointment, tenure and promotion are consistent with college and university policies. Probationary tenure-track faculty shall be evaluated during the second, fourth, and sixth years of their probationary period. Evaluation for reappointment, tenure, and promotion will occur as established in the Academic Calendar, and as specifically designated by the UFC CBA.

Tenure and Promotion to Associate Professor

As per University policy, promotion to the rank of Associate Professor requires an established record of effective teaching, a demonstrated ability to lead independent, peer-reviewed scholarship to dissemination outside the university, and substantive contributions to department, college and/or university, professional and/or community service.

Department Standard for Effective Teaching

Effective teaching is characterized by using a variety of teaching and assessment techniques, inviting critical analysis of teaching habits, and reflecting on productive feedback. It requires progressive professional growth. To be considered an effective teacher, a faculty member must document their teaching successes through the provision of a personal statement that includes:

- Responsive self-assessment of instruction, course design or revision, development of appropriate instructional techniques, and professional development activities (e.g., discussion of pedagogies used in instruction, summary of available documentation, or discussion of instructional improvements made as needed).
- Responses to patterns of student feedback expressed through SEOIs.
- Thoughtful response to any peer evaluations, including any instructional concerns raised. Peer reviews are required every year for any tenure-track faculty. These include classroom observations, peer review of syllabi, course/curriculum assessments, or assessment of student learning outcomes.
- If applicable, demonstrated improvement on instructional concerns raised during prior review-cycles from any department or program supervisor evaluations.

Department Standard for Effective Scholarship

Faculty are expected to make regular contributions to both Category A and Category B products. The department standard for tenure and/or promotion to the rank of associate professor is:

- Two Category A products are produced while in residence at CWU (completed at least one Category A product entirely conducted while in residence at CWU).
- Regular contributions to Category B products.
- Mentor students (graduate and/or undergraduate) in research projects with evidence such as, presentation at SOURCE or conferences, or inclusion on publications, etc.
- Support student research such as:
 - Serve as member of graduate thesis, project or portfolio committee.
 - Mentor and/or supervise undergraduate research (e.g. PSY 495 Research, SOURCE, McNair, DHC, Undergraduate Honors, etc.).

Promotion to Full Professor

As per University policy, promotion to the rank of Professor requires excellent teaching that commands the respect of the faculty and students; an accumulated record of excellent peer-reviewed scholarship since the previous promotion; sustained contributions to university life, and increasing service to professional organizations and/or the community.

Per the CWU/Faculty Collective Bargaining Agreement, Faculty who demonstrate excellent performance in all three elements of professional responsibility (teaching, scholarship/creative activities and service) may be considered for promotion to full professor in their fifth (5th) year in rank as an associate professor at Central Washington University. A faculty member hired as an associate professor may be eligible for promotion to full professor in less than five (5) years if the faculty member's initial contract specified that prior experience could be counted towards the tenure and promotion timeline. Up to two (2) years can be credited as long as the faculty's member's combined academic experience meets the qualifications specified in the CBA.

Department Standard for Excellence in Teaching

Excellent teaching means that a faculty member has met the criteria for effective teaching and, in addition, has demonstrated excellence by documenting further teaching successes such as but not limited to:

- A sustained pattern of student comments that consistently reflect a positive teaching and learning environment.
- Consistently positive peer evaluations of instruction. Peers will evaluate all tenured faculty in at least three different academic years per five-year review period.
- Awards recognizing excellent teaching.
- Published scholarship informed by classroom practice.
- Teaching or co-designing courses in interdisciplinary programs (e.g., DHC).
- Successful curriculum development efforts.

- Participation in and completion of teaching-oriented professional development opportunities.
- Inclusion of innovative pedagogy and/or evidence-based practices in courses taught.
- Mentoring student(s) and/or student groups in independent study and research projects (e.g., PSY 340, 540, 495, 595, 497, 496, 700, etc.).

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 the department standard for effectiveness in scholarship as well as ALL of the following criteria:

- Publish a minimum of 2 Category A products during the evaluation period. At least one Category A publication should be a “first” and/or “corresponding” authorship.
- Regular contributions to Category B products.
- Engage in ongoing and sustained research activity involving undergraduate and/or graduate students.

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.

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 plans. 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 workload units are consistently requested and assigned apart from the norm established in the CBA, a commensurate level of outcomes (e.g., increased or reduced scholarship or service) is expected.

Post-tenure Review Merit for Full Professors

Post-tenure review assures continued performance is consistent with rank expectations for assigned areas of faculty work and aligns with the university’s mission and accreditation

standards. To be considered for merit adjustment based on scholarship, teaching, or service performance through PTR, a full professor must demonstrate that they have continued to meet department, college, and university criteria for excellence in the appropriate area.

- Faculty must provide qualitative and quantitative evidence of excellence in the areas defined in the CBA that clearly exceed the usual standards expected of Full Professors.
- Excellence standards may be met beginning in the review period that began upon promotion to full professor.
- For purposes of gaining merit, a full professor must demonstrate excellence in teaching as described in the department standard for teaching or excellence in scholarship as described in the department standard for scholarship to be eligible for a 3% merit recommendation.
- Full professors who demonstrate a combination of excellence in teaching and either excellence in scholarship or excellence in service as described in the department standard in service are eligible for a 5% merit recommendation.
- If workload units are consistently requested and assigned over the norm established in the CBA, a commensurate level of outcomes (e.g., increased scholarship or service) is necessary for these activities to be deemed meritorious.

Non-Tenure Track Faculty on Annual and Multi-Annual Contracts

The current CBA (2023-2027) addresses how NTT faculty on annual or multi-annual contracts are reviewed by the Department Chair and Department Personnel Committee. NTT faculty should refer to the **NTT Evaluation Process document** for clarification of university standards. To address department standards, NTT faculty should submit the following artifacts to Faculty180 to facilitate their review:

- A short document (approximately 2-3 pages) that includes the candidate's teaching philosophy. This must include a self-reflection regarding external sources of feedback about their teaching, such as peer review(s), and any patterns evident from the quantitative and qualitative SEOI results. The document must also describe the candidate's strengths/accomplishments and noted challenges during the review period. Overall, the document should be a holistic self-review of the candidate during the review period.
- Course syllabi and the SEOIs for all classes taught (excluding individualized experiences, e.g., x90 or x95). SEOIs can be either form (short or long) but must include the students' open-ended comments.
- At least one peer review of teaching should be included. The peer review of teaching can take multiple forms: a syllabi review, a class observation, or a review of class material presentation in Canvas.

Senior Lecturer Status and Merit

Eligibility for Senior Lecturer status in the Department of Psychology is consistent with the criteria listed in the current Faculty CBA: A minimum of five (5) years' faculty experience at the University, completion of at least one-hundred thirteen (113) workload units, and demonstrated excellence as determined through a substantive review of the faculty member's cumulative

performance conducted by the department and Dean. Lecturers who will meet the experience requirements at the conclusion of a quarter may apply for Senior Lecturer status according to the quarterly timelines established in the Academic Calendar. If granted, Senior Lecturer status shall take effect the following quarter.

Per Section 10.6.2 of the current CWU Faculty CBA, the standards for Senior Lecturer status or Senior Lecturer merit will be used to evaluate teaching, though scholarship/creative activity and service may be included if that is in the faculty member's Letter of Appointment. Only in cases when a Letter of Appointment specifies workload dedicated to other areas of professional life, such as scholarship/creative activity and service, may these be considered for determining merit.

Consistent with the COTS and Psychology Department policies on teaching, the following criteria will be used to in merit decisions for Senior Lecturers regarding excellence in Teaching.

- Demonstrate sustained performance through student evaluation of instruction (SEOI). 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 them. 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.
- Provide a self-reflection of teaching, including a review and summary of SEOI results obtained during the review period and 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. Senior Lecturers must contact the Department of Psychology Personnel and Mentoring Committee to request a classroom observation.
- Summarize Chair/Personnel evaluations during the period and note changes made in teaching strategies based on the feedback.

Approved:

Heidi Perez

Department Chair, Psychology

9/2/25

Date

Julie A. Baldwin

Dean, College of the Sciences

9/2/25

Date

[Signature]

Provost

9-2-25

Date

