

Psychology Department Personnel Policies

College of the Sciences

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.

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.

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 in providing academic advice to the department's students, as needed.

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 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.

7.2.11.2. Research and Scholarly Activity: Standard 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—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 should 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:

- 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 peer-reviewed external grants or
- Contributions to conference proceedings that are full-length manuscripts subjected to traditional peer-review before acceptance
- Patents

Category B products include other formal activities that support a faculty member's program of scholarly effort. They 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
- Study guides published by a recognized publisher or professional society
- Book reviews published in professional societies, etc.
- Other activities may meet the criteria for Category B provided the candidate provides clear evidence of the scholarly value of the activity

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 and Mentoring 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)

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.

Reappointment, Tenure and Promotion to Associate Professor.

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 specific in 22.2.1 of the CBA.

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

Years 1 and 2

Minimum expectations focus on teaching and starting a research program. The candidate's responsibilities include the development of effective

instruction, initiation of a research program, and minor department or college-level service.

Specific expectations include:

- 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.
- Support student research through one or more of the following:
 - Serve as member of thesis committee(s) (i.e. Graduate, Undergraduate Honors);
 - Serve as member of Graduate Portfolio committee(s);
 - Mentor and/or supervise undergraduate research (e.g. PSY 495 Research, SOURCE, McNair)

Years 3 & 4

The candidate should demonstrate maturity and accomplishment as a teacher, as evidenced by peer review, SEOI, and other assessment criteria. Curricula for courses taught repeatedly should be fairly well established. Scholarship expectations include presenting research at SOURCE, and/or regional and national meetings when appropriate. Results of scholarship (e.g. grants, papers research presentations) should begin to emerge. Service should include, but extend beyond, the department, and may include college-level, university-level, professional or community service.

Specific expectations include:

- Demonstrate response to self-, peer-, and student assessment of instruction.
- Advise students as assigned by the department.
- Actively mentor student research; attain Graduate Faculty Status if appropriate
- 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.

Years 5 & 6: Criteria for Tenure and Promotion to Associate Professor

- Demonstrate rigor and effectiveness in teaching, as evidence by peer review, student SOURCE presentations, self-reflection, SEOI scores, and/or other means of assessment
- Mentor students (graduate and/or undergraduate) in research projects with evidence in the form of presentation at SOURCE or meetings, or inclusion on publications
- Produce 2 or more Category A products
 - At least one based on work performed mostly or entirely at CWU
 - At least one as first or corresponding author
- Perform service activities, including contributions to:
 - the Psychology department;
 - the College of the Sciences and/or the University; and
 - the community and/or profession

Promotion to Full Professor

As per University policy, promotion to the rank of Professor recognizes:

- 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 section 22.3.4 in 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 Section 8.2

Department Standard for Excellence in Teaching

In order to demonstrate excellence in teaching, the faculty members must provide evidence of excellence for all methods:

- Demonstrate sustained performance through both the numeric and qualitative comments from 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. 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. Other evidence of ongoing teaching achievements should also be considered (unsolicited student feedback, teaching awards/formal recognition of excellence in the classroom, 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.
- Summarize Chair/Personnel evaluations during the period and note changes made in teaching strategies based on the feedback.

In addition to the above, faculty should:

- 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 (for Promotion to Full Professor)

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/or 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 3 Category A during the evaluation period. At least one Category A publication should be a “first” or “corresponding” authorship.
- Provide documentation for substantial supervision of graduate and/or undergraduate research.

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. There are TWO sets of department criteria for excellence in scholarship – one for the promotion to full professor and one for merit.

Department Standard for Excellence in Scholarship (for 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.

Senior Lecturer Status and Merit

Eligibility for Senior Lecturer status in the Department of Psychology is consistent with the criteria listed in Section 8.2.5 of 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.

In addition to the above, faculty should:

- Teach classes as assigned by the department chair.
- Contribute to department efforts to develop curriculum and offer undergraduate and/or graduate programs.

Approved:

Stephanie Stein

Department Chair, Psychology

6/5/19

Date

TRESC

Dean, College of the Sciences

6/10/19

Date

[Signature]

Provost

8/5/19

Date