CALIFORNIA STATE UNIVERSITY, FULLERTON

PSYCHOLOGY DEPARTMENT FACULTY PERSONNEL STANDARDS

A. PREAMBLE

Adequate communication, especially regarding personnel policies, is of the utmost importance to the maintenance and enhancement of a high quality faculty and, thus, a viable university. It is from this orientation that the Psychology Department sets forth herein its specific criteria and assessment procedures relevant to psychology faculty retention, tenure, and promotion. The Psychology Department takes the position that while mature peer judgment must never be displaced by the rote application of mechanical, and necessarily incomplete, formulae, the evaluated faculty members and the evaluating and review bodies may be aided in their respective roles by having available to them as clear and as objective a statement as is reasonably possible of the department's expectations. Furthermore, the Psychology Department explicitly reaffirms its position that the best interests of the University, the Department, and its many students are served when the faculty represent a wide diversity of interests. At the same time, the Department concurs with the general University philosophy that teaching shall be of primary importance and that teaching and research together are more important than the aggregate of other contributions, although they too are essential. With these goals and limitations in view, the department has attempted to make its standards as flexible as possible.

B. INTRODUCTION

1. Definitions of terms used herein

a. University shall mean California State University, Fullerton (CSUF).

b. Department shall mean the Department of Psychology, CSUF.

c. Faculty member shall mean a member of the faculty of the Department.

d. RTP shall mean retention, tenure, and promotion.

e. Standards and Standards Document shall mean this Psychology Department Faculty Personnel Standards document.

f. UPS 210.000 shall mean the Faculty Personnel Policy and Procedures document, University Policy Statement numbered 210.000.

g. Developmental Narrative shall mean a description of the probationary faculty member's professional goals, areas of interest, resources required and accomplishments (s)he expects to achieve in each of the three areas evaluated in order to meet the department standards and UPS 210.000 for retention, tenure, and promotion.

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h. The Portfolio is the functional equivalent of the Working Personnel Action File. It is a cumulative record that shall contain evidence of performance specified in UPS 210.000, for all of the years under review, and various forms required. The Portfolio is compiled initially by the faculty member. It is the responsibility of the faculty member to be sure the Portfolio is current and complete before it is submitted to the department chair or dean. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of review.

2. Purposes and Scope

a. The purpose of this document is, in part, to set and to publicize the criteria and procedures by which the performance of individual faculty members shall be evaluated for RTP.

b. The purpose of this document is, furthermore, to set and to publicize the rights and the responsibilities of those involved with personnel evaluation matters.

c. The policies stated in this document, having been approved by the Department, are explicitly understood to be binding on all faculty members as well as on all evaluation and review bodies, and it is further understood that these standards along with UPS 210.000 and the Collective Bargaining Agreement shall be the only criteria that may be invoked.

d. Nothing in this document may be in conflict with UPS 210.000, the Collective Bargaining Agreement nor any other legitimately governing document.

C. DEPARTMENT PERSONNEL COMMITTEE

1. Responsibilities. Members of the department committee shall carry out their responsibilities in accordance with official University policy, and these departmental standards.

2. Committee Composition. The committee shall consist of three full-time tenured faculty, all of whom hold the rank of associate professor or full professor. An associate professor may not evaluate anyone applying for promotion to full professor. In order to insure continuity, after the initial election of one 2-year member and two 1-year members, the department will each year elect two members, one to a 2-year term and one to a 1-year term.

3. Election. The department chair will distribute a ballot with the names of all eligible faculty members. Voting will be done by rank ordering all names on the ballot. The person receiving the most favored rank will be elected to a two-year term, the second highest person (and the third highest during the first year of this election method) will be elected to a one-year term. The next two highest persons will serve as the first and second alternate members of the committee.

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4. **Responsibilities of Alternate.** The alternate(s) shall serve under any circumstance that a member is unable to serve on the committee. Such circumstances include, but are not necessarily limited to: (a) disqualification of a committee member (e.g., an associate professor may not evaluate anyone applying for promotion to full professor), (b) resignation, leave of absence, or sabbatical leave by a committee member, (c) extended illness, (d) a committee member assuming an administrative position in another academic unit or the University administration, and (e) a committee member becoming a member of the Faculty Personnel Committee.

D. **GENERAL GUIDELINES**

1. **Portfolio preparation and submission.** It is the responsibility of each faculty member being considered for personnel action to prepare as completely as possible the required information and documentation for his or her Portfolio and to deliver the Portfolio to the department chair in accordance with the governing timetable.

2. **Portfolio organization and documentation.** The Portfolio shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the Portfolio shall be appropriately documented. A standard curriculum vitae, using American Psychological Association style wherever appropriate, including date and page numbers shall be used.

3. **Categories for personnel action.** There are three major categories of faculty performance criteria: Teaching, Scholarly and Creative Activity, and Professional, University, and Community Service. Teaching is the most important activity of faculty and is weighted most highly of the three criteria. The weights assigned to teaching and scholarly activity shall be greater than that assigned to service.

   Evidence of continuous scholarly and creative activity since promotion to the rank of associate professor assumes particular importance in the case of promotion to the rank of full professor. Because the relevant work environment is this University, greater weight will also be given to work done while a member of this Department than to previous accomplishments.

   In order to assist evaluators in making their judgments, faculty members shall make every attempt to provide sufficient documentation as to the quality of the contribution (e.g., editorial review and/or review by experts in the field).

4. **Criteria.** An acceptable rating in all three categories is required as a minimum criterion for a positive recommendation for tenure and/or promotion. Normally a rating of excellent in the category of teaching or scholarly activity is required for a positive recommendation for tenure and/or promotion.

5. **Professional responsibilities.** As full-time employees of CSUF, members of the psychology faculty are expected to meet their professional responsibilities as they apply to each of the evaluation categories. In the area of teaching, these responsibilities include, for example, holding assigned office hours and meeting
classes at the assigned times and places. In the area of service, these
responsibilities include, for example, attendance at department meetings,
advisement responsibilities, and carrying out committee and other departmental
duties as assigned by the department chair. Evaluators shall take into
consideration the extent to which faculty members have met their professional
responsibilities when evaluating performance.

E. THE DEVELOPMENTAL NARRATIVE

The developmental narrative is intended to assist the faculty member and the department
to articulate expectations and ways that these expectations can be met. The
developmental narrative does not replace UPS 210.000 or Department standards but
serves only as a planning tool and guide to the faculty member, department and college.

1. During the first year of employment in a tenure-track position, each probationary
   faculty shall write prospective developmental narratives for teaching, scholarly
   and creative activities and service, not to exceed 500 words each. These
   narratives shall describe the faculty member’s professional goals, areas of
   interest, resources required and accomplishments (s)he expects to achieve in each
   of the three areas evaluated in order to meet the department standards and/or UPS
   210.000 for retention, tenure, and promotion.

2. The Developmental Narrative is separate from and in addition to the
   retrospective, self-assessment narrative. The Developmental Narrative shall be
   included with the self-assessment narratives in the faculty member’s Portfolio
   that is submitted for retention review during the second year in the tenure track
   position.

3. These narratives will have no formal approval process, but will be reviewed by
   the department/division chair and the dean who will each provide written
   feedback.

4. Sequence of review:

   a. The first-year faculty member shall submit a draft Developmental Narrative
      to the Department Chair according to the timeline established by the Dean of
      the College of Humanities and Social Sciences.

   b. The Chair shall provide the faculty member with comments and
      recommendations, if any, for revision.

   c. The faculty member shall submit the revised Development Narrative to the
      Chair for forwarding to the Dean.

5. During subsequent years, the developmental narratives may be revised to reflect
   changes and professional growth that will normally occur during the probationary
   period.

6. The Department Chair and the probationary faculty member’s mentor shall
   provide guidance, advice, and support to probationary faculty in preparing the
   Developmental Narratives.

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7. Development Plan (Applies to Faculty who had a Development Plan approved prior to Fall 2002)

The Development Plan complements but does not replace Department Personnel Standards, University policy, or the Collective Bargaining Agreement, and the Plan shall be used to guide evaluation of the faculty member's performance.

F. TEACHING PERFORMANCE

The following are indicators used in evaluating teaching performance. In order to aid in such evaluation, documentation in the form of representative syllabus materials, tests, handouts, or other class materials shall be included.

1. Mandatory Indicators

a. Student Opinion Questionnaires: The questionnaires shall be administered in accordance with the approved departmental procedures which insure that faculty members are not present in the classroom during the evaluation process and that they do not see the results of evaluation until after they have submitted their grades. Overall teaching effectiveness is assessed in question 5 of the student opinion form adopted by the Department. The remaining questions concerning specific aspects of the instructor's teaching performance, any other questions added to the form by the instructor and any written comments by students shall be included in the Portfolio and will be used to clarify the overall rating given in question 5 and to provide information concerning specific strengths and weaknesses in the teaching performance. The rating scale for each question consists of a 5-point scale and ranges from a low of 0 = "poor" to a high of 4 = "outstanding". In addition, the faculty member shall include grade distributions from all classes taught during the past four years and any material which may help interpret the grade distribution data.

b. Classroom Visitation Reports: Each of the three members of the Department Personnel Committee shall make an announced visit or visits to one or more of the classes taught by the faculty member under review. Each member of the Department Personnel Committee shall prepare a classroom visitation report evaluating the teaching performance of the faculty member. These reports shall address clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessment shall be in the context of the level and objectives of the course. These reports shall be included in the Portfolio as mandatory indicators of teaching performance. On-going Professional Development as a Teacher: Faculty members under review shall prepare a self-assessment of their professional development as a teacher. This assessment shall comment on how their instructional methods, course objectives, handouts, examinations, and, grading practices contribute to an ongoing effort to improve their teaching effectiveness.

2. Optional Indicators

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a. Development and effective use of educational technology (e.g., videos, computer assisted instruction, computer programs, and web assisted instruction.

b. Master's theses produced by students trained by or under the direction of the faculty member. Documentation shall be provided by photocopies of the thesis approval page and thesis abstract.

c. Independent study projects produced by students trained by or directed by the faculty member.

d. Organizing or participating in seminars or special training sessions devoted to improving one's knowledge and use of effective instructional methods.

e. Participation in projects such as the Gerontology Minor, Master's Program, or teaching special courses, etc.

f. Research projects that are related to improving or evaluating the faculty member's teaching.

g. Written summaries of conferences with personnel committee members in which the instructor discusses teaching methods and materials.

h. Unsolicited letters from faculty members who are acquainted with the instructor's teaching abilities.

i. Unsolicited letters from students.

j. Other indicators: the appropriateness or suitability of other items suggested by the faculty member as indicators of teaching performance will be judged by the department chair and the Department Personnel Committee during the personnel evaluation process.

3. Evaluation

An excellent rating shall require: (a) an overall mean rating of 2.75 or higher on question 5 of the student opinion questionnaire. The mean shall be based on the mean of the means of all classes taught during the past four years or since initial appointment, whichever is shorter, (b) sufficient evidence from mandatory indicator 2 of excellent teaching performance, and (c) sufficient evidence of excellence in performance from at least one optional indicator or sufficient evidence of acceptable performance from at least two other indicators. Should the student evaluation mean rating fall between 2.50 and 2.74 on question 5, an excellent rating on indicator 2 coupled with excellent ratings on at least two other indicators, and a statement concerning the interpretation of the student opinion data shall be required for consideration of an overall rating of excellent in teaching performance.

An acceptable rating shall require: (a) a mean rating between 2.25 and 2.74 on question 5 of the student opinion questionnaire. The mean shall be based on all data from classes taught during the past four years or since initial appointment, whichever is shorter, (b) sufficient evidence of acceptable teaching performance

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from mandatory indicator 2, and (c) sufficient evidence of acceptable
performance from at least one optional other indicator. Should the student
evaluation mean rating fall between 1.75 and 2.24, an acceptable rating may be
considered if a statement by the faculty member provides sufficient justification
for interpreting the student opinion data as reflecting acceptable teaching
performance.

A rating of unacceptable will be given if there is insufficient evidence to justify a
rating of acceptable.

G. SCHOLARLY and CREATIVE ACTIVITY

Scholarly and creative activity shall include any activity that results in an original
contribution to the field of psychology.

1. Scholarship Statement. The faculty member shall provide a statement concerning
the ongoing program of scholarly and creative activity in which he/she has been
engaged since the last positive personnel decision. This statement should include
briefings regarding the plan, execution, and accomplishments of the scholarly
endeavors. Such a statement will be especially helpful for those faculty members
who are pursuing scholarly activities but have not yet gained visibility through
publications. The statement should be documented by supporting evidence
whenever possible.

2. Documentation. Documentation of scholarly and creative work is required. This
documentation shall include a complete citation, in the style customary to the
faculty member's discipline, to each of his or her scholarly and creative works; a
copy of each scholarly or creative work published since the faculty member's
appointment; and copies of letters of acceptance for those completed works that
are "in press" or otherwise in the process of publication. For works presented in a
medium other than print, the copy may be in a form suitable for evaluation as
appropriate to the discipline (e.g. photographs, audio tapes, video tapes, CD-
ROM, computer disks, etc.). Work that has been accepted for publication or
presentation after a peer-review or jury process shall be distinguished from work
that was not subject to a peer review or jury process. Documentation of the peer
review or jury process may be required by any level of review.

Documentation also should be provided for scholarly and creative work in
progress. This documentation may include copies of intramural and extramural
grant proposals, grant award letters, abstracts of papers presented at professional
meetings, papers currently being reviewed for publication, copies of manuscripts
in preparation, etc. Care should be taken to distinguish work in progress from
that already completed.

3. Indicators. Indicators for scholarly and creative activity are divided into the
following seven categories. Heavier weighting will be given to those indicators
for which favorable review is provided. Published work shall be weighted more
highly than unpublished work.

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a. Publications of theoretical and/or empirical material in reputable journals. Such publications may include both already published articles and also papers accepted for publication.

b. Books and/or contributions to edited books, either published or accepted for publication.

c. Grants funded by the University, governmental agencies, and/or private agencies: Grants that have been approved or which have been accepted but not funded may be presented. Such grant proposals should wherever possible be accompanied by reviews. For grants that are in progress or grants that have been completed, a progress report of the findings should be provided.

d. Addresses: Communication of new research findings and/or ideas in paper presentations and invited colloquia addresses may be presented. Copies of addresses or presentations should be provided.

e. Unpublished work, including research reports, theoretical papers, critical reviews, books, contributions to edited works, unfunded grants, reports of equipment design, tests, etc.

f. Instructionally related research projects: Both completed projects and those currently being pursued may be presented. For projects in progress and for completed projects a progress report should be provided.

g. Other indicators: The appropriateness or suitability of other items suggested by the faculty member as indicators of scholarly and creative activity will be judged by the department chair and the Department Personnel Committee during the personnel evaluation process.

Not included are activities such as attending seminars, workshops, practica courses, internship programs, or other activities the main goal of which is to increase the faculty member's awareness of already available knowledge and techniques. These are examples of Professional Activity and should be used as indicators of that category of faculty performance.

It is not acceptable to simply list scholarly and creative activity without supplying the committee with enough evidence to evaluate the end results of that activity, list research projects that are currently "in progress" without providing enough details to evaluate the possible merit of that research, or provide any other unreviewable or undocumented activity.

4. Scholarly publications. The faculty member shall demonstrate continuing, regular activities that result (or are judged likely to result, in the case of second and third year probationary faculty) in high quality peer-reviewed scholarly publications, or creative performances or exhibits. Quantity does not substitute for quality. The Chair and the DPC shall consider the importance of each achievement (e.g. the status of a journal, press or venue, whether a publication is an article or a note) and the faculty member's contribution in the case of co-authored or other collaborative work.

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H. TENURE – ASSOCIATE PROFESSOR

Evaluation

Typically, a rating of acceptable shall require at least four research publications in refereed journals during the period of review. At least two of the publications must be based on research activities subsequent to the Ph.D. where a "significant proportion" of the work was completed at CSUF. In-press articles will be considered published. Articles that have been invited for resubmission (i.e., revise and resubmit) will be evaluated on an individual basis contingent on review of the editorial correspondences. Collaborative scholarship is valued. Order of authorship is less important than evidence of significant conceptual contribution.

In the absence of a total of four research publications in refereed journals, there may be circumstances in which one or more of the following indicators may be substituted for one or more of the four research publications: (a) receipt of a major external research grant, (b) publication of a seminal scholarly paper or literature review, (c) publication of a book chapter in a nationally recognized scholarly edition, or (d) publication of a refereed scholarly monograph or book.

The Department encourages participation at scientific conferences. Papers and posters presented at scientific conferences provide evidence of "research activity" but are not sufficient to demonstrate acceptable scholarship for promotion success. In addition, some papers and posters may be better offered as evidence of teaching or professional activity rather than research activity.

A rating of excellent shall require additional evidence of significant scholarly achievements of outstanding quality.

I. PROMOTION to FULL PROFESSOR

Evaluation

A rating of acceptable shall require evidence of continuing scholarly activity after the date of promotion to Associate Professor. Scholarship may be demonstrated by peer-reviewed publications and/or other significant scholarly contributions including but not limited to grants, books, book chapters, and technical reports.

A rating of excellent shall require additional evidence of significant scholarly achievements of outstanding quality.
J. PROFESSIONAL, UNIVERSITY and COMMUNITY SERVICE

1. Indicators. The following are indicators that may be used in evaluating activities related to professional, university, and community service.

   a. Membership and/or offices held on committees at the Departmental, School and/or University levels.

   b. Attendance at Department, School, and/or University meetings.

   c. Other services (e.g., Graduate Study Advisor, etc.).

   d. Lectures or addresses given to University audiences.

   e. Advisement of students beyond that required for classes and official office hours.

   f. Sponsorship or advisement of student organizations.

   g. Attendance and/or participation at conventions or meetings of professional societies.

   h. Reviewing articles or books for professional journals (this, of course, includes being an editor for such a journal) or publishing companies.

   i. Holding offices in or performing special services for professional organizations.

   j. Attendance at seminars, workshops, courses, lectures, practice, etc., that improve the faculty member's professional capacities.

   k. Pursuing and/or completion of internships, post-doctoral training, and acquiring professional licenses.

   l. Active membership in professional organizations.

   m. Acting as advisor to groups (e.g., business or governmental agencies).

   n. Service to the community (e.g., lectures to community groups, assuming active or honorary positions of note in community organizations, special services rendered in community groups or participation in special community activities).

   o. Other indicators: The appropriateness or suitability of other items suggested by the faculty member as indicators of service activities will be judged by the department chair and the Department Personnel Committee during the personnel evaluation process.

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2. **Evaluation**

An **Excellent** rating shall require sufficient evidence of excellent performance on at least four indicators, or excellent on two indicators and acceptable on at least three other indicators.

An **Acceptable** rating shall require sufficient evidence of acceptable performance on at least four indicators or excellent performance on at least two indicators.

An **Unacceptable** rating will be given when the faculty member did not meet the minimal standards for an **Acceptable** rating listed above.

K. **REQUIREMENTS FOR RETENTION**

The goal of the RTP process is to produce faculty members who qualify for tenure after their probationary employment. To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. This progress shall be judged relative to the Department Standards and UPS 210.000. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of assessment. Moreover, when weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure appear likely to be met.

L. **REQUIREMENTS FOR TENURE**

1. **Granting of tenure.** The granting of tenure is the most significant personnel action that the University takes, because it represents an affirmation that the probationary faculty member will be an asset to the University over his or her entire career. Therefore, a positive tenure decision requires that the probationary faculty member has displayed accomplishments, growth, and future potential that meets the expectations stated in the Department Standards and UPS 210.000.

2. **Decision to grant tenure.** The decision to grant tenure shall be based entirely on a comparison of the faculty member's record as described in the Portfolio with the requirements stated in the Department Standards and UPS 210.000.

3. **Early tenure.** All requirements specified in UPS 210.00 must be met before a positive recommendation can be made for early tenure. In addition, the faculty member must receive a rating of "excellent" in areas of Teaching, Scholarly and Creative Activities, and Professional, University, and Community Service.

M. **REQUIREMENTS FOR PROMOTION**

1. **Promotion to Associate Professor.** Promotion to Associate Professor is automatic with the granting of tenure.

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2. **Early Promotion to Associate Professor.** All requirements specified in UPS 210.00 must be met before a positive recommendation can be made for early promotion to Associate Professor. *In addition, the faculty member must receive a rating of “excellent” in areas of Teaching, Scholarly and Creative Activities, and Professional, University, and Community Service.*

3. **Professional growth.** Because the professorate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of professor shall be based on a record that indicates sustained vitality and commitment to the standards described above.

4. **Early Promotion to Full Professor.** Early Promotion to Full Professor shall require evidence of exceptional performance in the areas of Teaching and Scholarly and Creative Activities. Such performance is not only judged to be Excellent but also of sufficient quantity and quality to merit the special granting of Early Promotion.