

COLLEGE OF LIBERAL ARTS

Psychology & Child Development Department

Policies and Procedures

Approved September 15, 2011
Minor Revisions September 18, 2019

I. INTRODUCTION	2
II. PROCEDURES FOR PERFORMANCE EVALUATIONS	2
A. ELIGIBILITY	2
B. TENURED FACULTY CHAIR	2
C. DEFINITION OF THE PEER REVIEW COMMITTEE.....	2
D. DEFINITION AND SELECTION OF PEER REVIEW SUBCOMMITTEES	2
E. RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE	2
III. EVALUATION CRITERIA FOR PERFORMANCE EVALUATIONS	3
A. OVERVIEW	3
B. TEACHING PERFORMANCE.....	3
C. PROFESSIONAL GROWTH AND ACHIEVEMENT.....	3
D. SERVICE TO THE DEPARTMENT, COLLEGE, UNIVERSITY AND COMMUNITY	4
E. OTHER FACTORS OF CONSIDERATION	4
IV. EXPECTATIONS FOR RETENTION, PROMOTION, AND TENURE	4
A. PROFESSIONAL DEVELOPMENT EXPECTATIONS FOR RETENTION	4
B. PROFESSIONAL DEVELOPMENT EXPECTATIONS FOR TENURE.....	5
C. PROFESSIONAL DEVELOPMENT EXPECTATIONS FOR PROMOTION TO ASSOCIATE PROFESSOR	5
D. PROFESSIONAL DEVELOPMENT EXPECTATIONS FOR PROMOTION TO FULL PROFESSOR	5
E. EARLY PROMOTION	5
F. EARLY TENURE.....	5

I. Introduction

This statement is supplementary to state statutes, Cal Poly's *University Faculty Personnel Policies*, the CSU-CFA Collective Bargaining Agreement (CBA), and the College of Liberal Arts' *Policies and Procedures*. Notwithstanding any other provision in these criteria for personnel actions, if the CBA entered into pursuant to the Higher Education Employer-Employee Relations Act is in conflict with any provisions of this document, the terms of the CBA shall govern.

The goal of this statement is to clarify the procedures and criteria which are the basis of performance evaluations of faculty members in the Psychology and Child Development Department. This document should better inform faculty about the procedures and criteria which will be used to evaluate their performance and to help justify the faculty's personnel recommendations to other parts of the University.

Our Department values teaching, professional work and service that demonstrate: scientific objectivity; open inquiry and free expression; respect and support for diversity; social and environmental responsibility; cross-disciplinary perspectives; and psychological growth and well-being. Because race, gender, culture, sexuality, age, dis/abilities, class, and their intersection strongly affect individuals' psychological and social experiences, we especially encourage teaching, professional development and service activities that consider this diversity. This includes activities that promote the understanding, accepting, and valuing of individual and group differences and promote competent interactions with diverse others.

II. Procedures for Performance Evaluations

A. Eligibility

Only full-time, tenured faculty elected to serve on the PRC are eligible to participate in promotion and tenure decisions for colleagues in tenure-line positions. Full-time, tenured faculty who vote in personnel decisions are required to read and sign both the Working Personnel Action File (WPAF) and the Personnel Action File (PAF) and participate in all Peer Review Committee (PRC) meetings.

B. Tenured Faculty Chair

During Fall Quarter the probationary and tenured faculty will elect a tenured professor who will chair the PRC.

C. Definition of the Peer Review Committee

The PRC for each candidate for retention, promotion, or tenure (RPT) shall be composed of tenured faculty and, in cases for promotion, members will be at a higher rank than the candidate. The PRC shall be elected by the tenured and probationary faculty and will normally include all eligible faculty in the Department. If a faculty person elected to serve on a PRC later declines participation or abstains from voting, the person's intention must be expressed in writing. Abstentions do not count as votes.

1. Periodic Reviews: For Periodic evaluations the department PRC shall consist of at least one elected member of the tenured faculty. College of Liberal Arts (2019) Policies and Procedures define a periodic review as "an evaluation process that does not result in a formal personnel decision but that can be used to provide feedback and guidance to the faculty member and support future personnel decisions." In consultation with the entire PRC, the PRC chair selects the members and chair of periodic review committees for each candidate based on eligibility and availability. The committee follows the CLA policy on periodic reviews.

D. Definition and Selection of Peer Review Subcommittees

Early in Fall Quarter, subcommittees shall be identified for each RPT candidate by the PRC. In cases for promotion, members will be at a higher rank than the candidate. Each subcommittee shall include at least three members, and the candidate may nominate one eligible faculty person for their subcommittee. The purpose of the subcommittees is to enrich the review process of PRC members by providing information about candidates based on class visitations and intensive study of candidates' WPAF and PAF, publications, and other evidence of professional contribution. [Note: The subcommittees are not a separate level of review, and they will not make recommendations as committees for or against approval of RPT candidates.]

E. Responsibilities of the Peer Review Committee

1. Each PRC member will review and sign the WPAF and the PAF for the candidate prior to making a recommendation.
2. Members of the PRC are encouraged to observe the candidates' classroom teaching but may still make recommendations and vote regarding the RPT candidates if they have not.

3. For each RPT candidate, a first draft of a report will be produced by the candidate's subcommittee. The subcommittee will circulate a draft of this report among PRC members for suggestions and revisions prior to writing and circulating a final version for signatures.
4. PRC members will read and review the report(s) of the subcommittee(s) and participate in discussions about candidates.
5. For each RPT candidate, each PRC member will vote either to approve or to disapprove, or will abstain from making recommendations and voting. A person's intention to abstain must be expressed in writing. Abstentions do not count as votes. Minority reports are allowed but not required. If a minority report is submitted, it must be signed.
6. The majority report, any minority reports, and any statements of intentions to abstain will be forwarded to the candidate. If the candidate elects to respond to the committee's report(s) within ten days, committee members may reconsider their recommendation(s).
7. The PRC's report(s), the candidate's response, if submitted, and any abstention statements will be forwarded to the Department Chair.

III. Evaluation Criteria for Performance Evaluations

A. Overview

1. The evaluation criteria are based on three assumptions developed by the faculty as a whole. These are:
 - a. One goal of the performance evaluation process is to help to strengthen and develop faculty. It is the responsibility of the Department to seek to improve continually the professional growth and achievement of Department faculty.
 - b. Tenure-track faculty need both time and assistance to develop their skills. The Department recognizes that faculty will progress at different paces. Thus, it is important that evaluations measure performance and progress over several years.
 - c. The four areas of evaluation (taken from the University's Personnel Form 109) are teaching performance; professional growth and achievement; service to University, students, and community; and other factors of consideration. While each area is important, teaching is the most important area of evaluation [College of Liberal Arts. (2019) Policies and Procedures].

B. Teaching Performance

Teaching performance is evaluated through student evaluations, classroom observation by faculty members, and peer evaluations of teaching materials. Faculty members are expected to provide yearly evidence through their teaching material and evaluations that they are effective teachers and have a concern for the quality of their teaching. Faculty are encouraged to develop their own informal student-evaluation forms to provide better feedback about specific objectives. Informal evaluation forms will not be used for RPT unless signed by the student according to Administrative Bulletin 91-3 and CBA 15.15-19. The evaluation process should encourage experimenting with alternative approaches to teaching. Faculty members should not be discouraged from experimentation by the need to maintain consistently high student evaluations. In addition to teaching performance, teaching needs to be viewed in terms of other Department goals. It is important for faculty to be able to teach a variety of courses in order to handle changing student demand. It is also important for faculty to develop new courses to meet changing curricular demands.

C. Professional Growth and Achievement

1. Consistent with policy in the College of Liberal Arts, professional development towards promotion or tenure must include at least two rigorously peer-reviewed publications [College of Liberal Arts (2019) *Policies and Procedures*]. In one of these, the candidate must be first author. Such publications may include books, textbooks, articles in professional journals, or chapters in edited books or textbooks
2. Professional achievement includes:
 - a. publishing technical materials, reports, non-peer reviewed articles, or software for research, teaching, or clinical purposes
 - b. receiving awards or professional recognition in a scholarly field
 - c. designing/implementing/evaluating intervention programs
 - d. serving as editor or program chair for publications or conference programs
 - e. election to a leadership role in a professional organization

- f. securing funding for research, clinical, educational or other projects
- g. presenting at national or regional professional conferences, seminars, or workshops (invited or refereed)
- h. conducting seminars, workshops, or lectures for national or regional agencies

3. Professional activities include:

- a. submitting technical materials, reports, non-peer-reviewed articles, or software for research, teaching, or clinical purposes
- b. consulting with industry, school districts, educational organizations, agencies or community organizations
- c. maintaining appropriate licensing requirements and maintaining a clinical practice of at least five hours per week
- d. initiating/continuing research, creative projects, or other scholarly endeavors
- e. maintaining consistent progress on scholarly projects
- f. submitting scholarly projects for publication
- g. submitting grants for research, clinical, educational or other projects
- h. reviewing publications or conference programs
- i. presenting at local professional conferences, seminars, or workshops
- j. receiving a nomination for a leadership role in a professional organization
- k. conducting seminars, workshops, or lectures for local agencies

D. Service to the Department, College, University and Community

1. Candidates may provide service to the University and community in many ways. It is not necessary for faculty to do both University service and community service. However, service to the Department is expected of all faculty members. Furthermore, as faculty rise in rank, so do expectations for service.

a. Service to the Department.

Faculty are expected to serve on Department committees, advise students, and regularly attend Department faculty meetings; this is the work of all faculty members.

b. Service to the College and University.

University service is defined as serving on College or University committees, participating in College or University-sponsored events, or serving on committees with College-wide or University-wide representation.

c. Community Service.

Community service typically involves applying one's professional expertise to community issues or to community projects that promote the development of the community and/or affect University-community relations.

E. Other Factors of Consideration

Candidates are expected to carry out their teaching, professional development, and service activities in ways that are cooperative and dependable. They are to conduct themselves according to ethical standards outlined by the American Psychological Association and the American Association of University Professors.

IV. Expectations for Retention, Promotion, and Tenure

Beyond the framework of minimum expected accomplishments reflected in this document and the CLA's *Policies and Procedures*, we recognize and respect individual differences that faculty bring to the blending of teaching, professional development, and service activities. As indicated in III.A, candidates are evaluated on teaching performance; professional growth and achievement; service to University, students, and community; and other factors of consideration. CLA policy stipulates that teaching is the most important area of evaluation [College of Liberal Arts (2019) *Policies and Procedures*]. Candidates seeking tenure or promotion must also demonstrate a record of regular service to the Department, the College, University and/or community. Department expectations for professional development are as follows.

A. Professional Development Expectations for Retention

Evaluation of probationary faculty involves a comprehensive assessment, and candidates are expected to show evidence that during their time in rank they made significant progress toward fulfilling the criteria for tenure described in III.C.

B. Professional Development Expectations for Tenure

Candidates will show evidence that while in their probationary period they accomplished at least two activities listed in III.C.1 and at least two activities listed in III.C.2 plus significant growth professional activity listed in III.C.3.

C. Professional Development Expectations for Promotion to Associate Professor

Candidates will show evidence that while in their probationary period they accomplished at least two activities listed in III.C.1 and demonstrated at least two achievements listed in III.C.2 plus professional activities listed in III.C.3

D. Professional Development Expectations for Promotion to Full Professor

Candidates will show evidence that while in the rank of Associate Professor they demonstrated at least two significant activities listed in III.C.1, at least two achievements listed in III.C.2, plus professional activities listed in III.C.3.

E. Early Promotion

Criteria for early promotion will be evaluated following the College of Liberal Arts (2019) Policies and Procedures.

F. Early Tenure

Criteria for early tenure will be evaluated following the College of Liberal Arts (2019) Policies and Procedures.



MEMO

DATE: September 25, 2019

TO: Mary Pedersen, Interim Provost
Academic Affairs

FROM: Jasna Jovanovic
Psychology and Child Development Department

SUBJECT: Updates to the Criteria and Procedures for Appointment, Reappointment, Promotion and Tenure Document for the Psychology and Child Development Department

The Psychology and Child Development Department has revised its policy document to align with the revisions reflected in the 2019 College of Liberal Arts Policies and Procedures. The revisions included: changing reference from the older version of the CLA document to the 2019 version; adding language from the CLA document regarding the purpose of periodic review; removing language that suggested a minority report is required; removing language suggesting publications completed prior to Cal Poly can be counted; and removing he/she pronouns.

Department Faculty Date approved: September 18, 2019

Department Chair Approval

Jasna Jovanovic, Chair, Psychology and Child Development Department

The subject document, approved by the Psychology and Child Development Department faculty September 2019, is approved for immediate implementation. Please provide the Psychology and Child Development Department faculty access to the document as soon as possible.

Philip Williams, Dean, College of Liberal Arts



OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

MEMORANDUM

To: Kathryn Rummell, Interim Dean
College of Liberal Arts

Date: September 26, 2019

From: Mary E. Pedersen, Ph.D.
Interim Provost and Executive Vice President

Copies: Jasna Jovanovic
Al Liddicoat

Subject: Revised Criteria and Procedures for Appointment, Reappointment, Promotion and Tenure Document for the Psychology and Child Development Department

The subject document, approved by the Psychology and Child Development Department faculty in September 2019, is approved for immediate implementation. Please provide the Psychology and Child Development Department faculty access to the document as soon as possible.