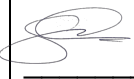Psychology Program Faculty RTP Guidelines

(Effective Fall, 2021)

PROGRAM PERSONNEL STANDARDS APPROVAL FORM

Discipline: Psychology

RTP Committee Co-Chair:	Provost:
_____Date:_____	_Mitch Avila_____Date:_____ Mitch Avila (Jun 16, 2021 09:04 PDT)
RTP Committee Co-Chair:	
_____Date:_____ Cynthia Wyels (Jun 16, 2021 08:22 PDT)	

INTRODUCTION

The purpose of this document is twofold: (a) to assist reviewing agencies in evaluating psychology faculty; and, (b) to help psychology faculty prepare their Retention, Tenure, & Promotion (RTP) files.

This guide will cover standards for psychology faculty in the three areas of review defined in the Collective Bargaining Agreement: Teaching, Scholarship and Service. As stated in the California State University Channel Islands (CSUCI) University Retention, Tenure, & Promotion Policy, for a positive tenure or promotion review, Teaching must be rated at least 4 (Exceeds Standards of Achievement), with either Scholarship or Service rated at least 4 (Exceeds Standards of Achievement) and the remaining category at least 3 (Meets Standards of Achievement). This document will outline the standards for ratings in Teaching, Scholarship, and Service.

Each of the standards lists requirements for the typical six (6) year period preceding review tenure and promotion of probationary faculty and the typical five (5) year period preceding review for promotion of tenured faculty. We make no distinction in these standards among promotion to different ranks, tenure, or early tenure. We expect that a psychology faculty member's full record will be included in his or her first review for tenure and/or promotion at Channel Islands (for tenured faculty, this would include only the record since achieving tenure). For initial promotion considerations this would include the psychology faculty member's record developed at other institutions. It is incumbent upon psychology faculty with non-traditional academic careers to show how their career path is commensurate with the typical CSU academic career track embodied in this document.

It should be noted that there occasionally may be exceptions to the expectations listed below. The Psychology Program Personnel Standards shall be revised every five years or earlier at the request of the Provost or a majority of the program faculty. Also note that this document reflects the requirements listed in the current RTP policies. This document will be reviewed and updated to reflect any changes in the university RTP policies and the Collective Bargaining Agreement as necessary.

SEVERABILITY

The Psychology Program Personnel Standards are guided by RTP and other university policies. Where any discrepancy occurs between this and other university policies, university policies will be observed. If such a discrepancy occurs, all other policies contained herein will remain in force. University RTP Policy applies to all RTP evaluations. Faculty submitting portfolios are expected to present their materials so reviewers may draw connections between this PPS and the relevant university RTP policy. PPCs and Chairs will aid further levels of review by specifying the relevant policy and writing their evaluations to explicitly correspond to both this PPS and the relevant university RTP policy.

THE PSYCHOLOGY PROGRAM PERSONNEL COMMITTEE (PPPC)

a. PPCs will consist of 3 tenured faculty members holding the rank of Associate Professor or Professor;

b. PPC members shall have a higher rank or classification than the person under review;

c. The majority of PPC members must be Psychology faculty. Should the Psychology program have fewer than three tenured faculty members available to serve, a list of tenured faculty from across the university shall be generated by the Psychology full-time, tenure-track faculty, who will (after the candidate has forwarded her/his recommendations) vote, by simple majority vote, for as many members as necessary to constitute the Psychology PPC. The list may include faculty from related disciplines, and when agreed upon by the Psychology full- time, tenure-track faculty, one committee member may be from another, comparable university;

d. A simple majority of the tenure track Psychology faculty will elect the members of each PPC in consultation with the recommendations from faculty members under review;

e. The program chair will either serve on the PPC if elected or write an evaluation as chair that includes each of the three areas of professional activity and a general summary of overall performance. Should the chair be elected to the University RTP Committee, the chair, in consultation with the candidate and the PPC, will decide to review the candidate either at the program level or the University RTP Committee level;

f. The longest-tenured Psychology Faculty PPC member will convene the first PPC meeting;

The Psychology PPC has the responsibility to:

I.   Consult with the chair and the faculty member under review as the faculty member develops a Professional Development Plan (PDP).

II. Provide feedback on the adequacy of the PDP within the faculty member's first semester of service.

III. Mentor the faculty member during the initial stages and throughout the RTP process.

IV. Review each portfolio on schedule.

V.   Provide a written evaluation including a score of 1-5 in each of the three areas of professional activity and a general summary of the overall performance of a faculty member.

THE FACULTY MEMBER

The faculty member requesting retention, tenure, or promotion shall prepare all necessary documents (the portfolio) in accordance with the published schedule and the format requirements and standards specified in the university RTP Policy. The faculty member has the right to submit a written response to the PPC's and/or the chairs

reviews during the review process as provided by the CBA and the University RTP policy.

NOTE ON STUDENT RESEARCH

The Psychology Program places great value on student research, and faculty members who engage and invest in student research should be rewarded in the RTP process. Mentoring student research can be conceived as teaching, scholarship, or service (Schultheis, Farrell & Paul, 2011)[1] depending upon the context and where the time to mentor students is coming from. When student supervision contributes to one's assigned course load (PSY 490, 492, 494, 497), it is most appropriate to evaluate this as teaching. When student supervision does not contribute to one's assigned course load (even if students are registered for credit), teaching may or may not be the most appropriate category to place this activity. In this circumstance, one is mentoring students on top of one's normal course load, so other categories of activity (scholarship or service) may be more appropriate.

Thus, <u>the Psychology PPS does not attempt to assign student research to any one category of activity</u>. This determination is up to the faculty member to make. In addition, faculty members who count student research in one area for one semester and in a different area for a different semester should not be interpreted as "double dipping"[1]. Semester to semester flexibility is an inherent aspect of a faculty member's work. What a faculty member should not do is count the same mentorship in more than one category (e.g., supervising students in PSY 494 as both teaching and scholarship) **in the same semester**.

The program encourages the faculty member to be clear and specific about which activity student research contributed to for a given semester, year, or period of review, depending upon what is appropriate for them. Guidelines for how student research contributes to each area are included below, but it is up to the faculty member to determine and communicate in which area student research should be evaluated when. When the distinctions vary semester to semester, a table in an appendix may be helpful.

Note. [1] Schultheis, A. S., Farrell, T. M., & Paul, E. L. (2011). Promoting undergraduate research through revising tenure and promotion policy. Council on Undergraduate Research Quarterly, 31(4), 25-31.

TEACHING EXCELLENCE

Teaching is a central concern at a student-oriented University and is vital to growing and maintaining a successful Psychology Program. The department is committed to promoting teaching excellence in its faculty. As with all of the components of the

Retention, Tenure, and Promotion process, what constitutes the achievement of teaching excellence is difficult to quantify; measuring teaching excellence is, by its nature, imprecise. Several elements demonstrate the achievement of teaching excellence:

1. Demonstrated concern for the learning and well-being of students in an atmosphere of mutual respect;
2. Documented use of appropriate of instructional methods and materials;
3. Assessment of student learning outcomes and instructional effectiveness;
4. A narrative describing effective responses to assessment and/or the use of new methods to improve teaching effectiveness.

Quantitative measures drawn from student evaluations shall not become the sole indicator of teaching excellence. Such measures shall have equal weight with other sources of evidence described below.

In their portfolio narrative faculty should reflect on their commitment to maintaining a respectful relationship with students both inside and outside the classroom. When developing their teaching portfolios faculty are encouraged to use the following guidelines to build a case for their teaching excellence.

<u>Methods, Materials, and Innovative Pedagogy</u>: Evidence of methods, materials, and innovative pedagogy may include, but is not limited to, the following:

a. Course materials, including but not limited to syllabi, assignments, projects, and other supplementary materials provided by the faculty member;
b. The use of teaching methods appropriate to the course content and objectives;
c. Interdisciplinary courses, team teaching, and/or other innovative teaching methods;
d. The use of materials that are appropriate for the topic and reflect current issues/scholarship in the field;
e. Syllabi and other course materials that make clear learning outcomes, course requirements, class schedule, assignments and grading policies.
f. Mentorship of undergraduate research when part of the faculty member's assigned teaching load (see Note on Student Research)

<u>Outcomes and Instructional Effectiveness</u>: Evidence of outcomes and instructional effectiveness may include, but is not limited to, the following:

a. Peer Review of Teaching: Written evaluation by a tenured member of the Psychology Program or other tenured university faculty;
b. Student evaluations of teaching (quantitative summaries);
c. Written comments from student evaluations;
d. Teaching and/or advising awards, success of students in post-graduate endeavors, or other recognition/communication from students.

<u>Efforts to Improve Teaching Effectiveness</u>: Evidence of efforts to improve teaching effectiveness may include, but is not limited to, the following:

a. Participation in curriculum development and assessment of student learning as demonstrated by the creation of new courses and/or the significant revision of existing courses, curricula, or Programs;
b. Development or utilization of assessment tools; syllabi developed; materials presented to Curriculum Committee;
c. Courses developed that further the programmatic interests of the Psychology Program and/or University mission;
d. Courses that contain a service-learning, student-centered, and/or international focus;
e. When appropriate, courses that utilize technology to enhance the effectiveness of course activities.
f. Attendance at various professional development events or workshops, consultation with colleagues, and/or development of grants designed to improve teaching effectiveness.

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT

Scholarship in the field of psychology usually takes the form of written work. There are a variety of types. For the purposes of retention, tenure, and promotion the Psychology program will accept all types of written work as specified below. Evaluation of a particular work will be based on

(a) the nature of its review status
(b) its distribution
(c) its length/complexity
(d) its application of psychological theories and methodology
(e) the involvement of undergraduate students in research

For purposes of RTP review, the Psychology Program recognizes that scholarly work can be placed into two broad categories (Category I and Category II) that differ primarily in the distribution and length/complexity of the work, and a third category (Category III) that includes mentorship of student research. A positive RTP decision requires that much of the scholarship will be in Category I, while also accepting scholarship in a limited fashion in Category II and III. A reasonable standard within the California State University system is the publication of three peer reviewed journal articles or book chapters (or their equivalent) with regional, national, and/or international distribution in a five year period. However, we recognize that some areas of scholarship may include multiple study papers that may be comparable to more than one article. Therefore, a single publication may be treated as 2 or more for purposes of RTP. It is the responsibility of the faculty member under review to describe the nature and significance of the scholarship.

We also recognize that in many areas of psychology written work may have multiple authors. In cases where the contribution of the faculty member may be unclear, the faculty member shall submit evidence demonstrating substantial work contributed to the paper. In some areas of psychology, written work may not list authorship. For this type of work the faculty should submit evidence corroborating the authorship.

Practicing clinical psychologists are required to obtain licensure. Successful completion of this process will be equivalent to one peer reviewed article and counted as a Category I item. In addition, ongoing fulfillment of continuing education requirements, maintaining a clinical practice and client hours shall be considered Category II items.

The PPC and/or the Psychology Program Chair will evaluate the relevance of the work (including interdisciplinary endeavors) to the field of psychology and whether it meets the Category I, Category II, or Category III criteria and include their conclusions in their recommendation.

Category I
Peer-Reviewed (or editorial review) scholarly book with at least national distribution
Peer-Reviewed (or editorial review) text book with at least national distribution
Funded external research grant proposal with at least national level of competition
Peer-Reviewed (or editorial review) journal article with at least a national distribution[1] and intended audience.
Peer-Reviewed (or editorial review) book chapter with at least national distribution[1]
Successful completion of clinical licensure
Successful completion of post-doctoral experience
Peer-reviewed (or editorial review) monograph/test instrument/case report/software/ film/psychological fiction with at least national distribution
Peer-reviewed (or editorial review) creative work with at least national distribution

Category II
Submitted/unfunded external research grant proposal with at least national level of competition
Funded statewide grant proposal
Conference paper without published proceedings
Submitted statewide grant proposal
Government, industry, non-profit corporation, or NGO Sponsored research or report
Peer-reviewed journal article with local or statewide distribution or intended audience[2] including peer-reviewed journal article in an undergraduate research

journal

Conference presentation without published proceedings

Non-peer-reviewed monograph/test instrument/case report/software/ film/psychological fiction or other recognized creative work with at least national distribution

Non-peer-reviewed journal article with local or statewide distribution

Maintaining a clinical practice or client hours

Fulfillment of Continuing Education Requirements (for clinical faculty)

Category III

Supervision of undergraduate research resulting in 5 presentations or more at conferences of any size or scope[3]

Notes. [1] Includes established/peer reviewed online or electronic journals; [2] Includes established/peer reviewed online or electronic journals; [3] Includes undergraduate conferences (such as, but not limited to, SAGE and SCCUR) as well as regional, national, and international conferences

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Psychology Standards

The Psychology Chair and/or PPC will conduct its evaluation of the scholarship under review based on the following standards for Scholarly Work:

Significantly Exceeds Standards of Achievement
A minimum of 7 items. From these 7, at most 2 items may come from Category II (but does not have to), and at most 1 item may come from Category III (but does not have to). Therefore, a candidate may Significantly Exceed Standards of Achievement with any of the following minimums:
- 4 items from Category I, 2 from Category II, and 1 from Category III
- 5 items from Category I, 2 from Category II, and 0 from Category III
- 5 items from Category I, 1 from Category II, and 1 from Category III
- 6 items from Category I, and 1 from either Category II or III
- 7 items from Category I with 0 from Category II and III

Exceeds Standards of Achievement
A minimum of 5 items. From these 5, at most 1 item may come from Category II (but does not have to), and at most 1 item may come from Category III (but does not have to). Therefore, a candidate may Exceed Standards of Achievement with any of the following minimums:
- 3 items from Category I, 1 from Category II, and 1 from Category III

- 4 items from Category I and 1 from either Category II or III
- 5 items from Category 1 with 0 from Category II and III.

Meets Standards of Achievement
   A minimum of 3 items. All 3 items must come from Category I.

Does Not Meet Standards of Achievement

SERVICE

The Psychology Program holds dear the notion of service. The University proudly – and correctly – proclaims that Channel Islands graduates are "Dedicated to maintaining the principles of intellectual honesty, democracy and social justice, and to participating in human society and the natural world as socially responsible individual citizens." We certainly must hold ourselves as faculty to this same standard of service. We therefore strongly value adherence to the mission of our university through the provision of service – not only to the university, but also to our community.

We recognize that service can take a number of forms in the university. Moreover, the Psychology Program recognizes that not all faculty can or will be elected to serve on Academic Senate committees or key university-wide committees. While we encourage psychology faculty to participate in the shared governance of the university, we value the service commitments of our faculty in all venues: on all campus committees, in the community, and to the profession, as equivalent. Therefore, we have tried to be inclusive of the possible different types of service. Faculty members are encouraged to take leadership roles in their service activities and to participate in activities that have a high impact and significance. All service activities won't necessarily provide these types of opportunities, therefore it is the responsibility of the faculty member under review to describe the nature and significance of the service.

Psychology faculty should demonstrate two recurring or substantial service activities per year, reflecting service to the university or community that are of a significant investment of time and work. Some of these activities are listed below, but this list is not exhaustive. Service to the University will normally be through participation in shared governance through service on Senate Committees, Senate & University Task Forces, and University Committees, as well other service to the Psychology program or the university. In many cases a faculty member though eligible for service on Senate Committees, Senate and University Task Forces, and University Committees, may not be elected to these committees. Therefore, psychology faculty may fulfill their service obligation through other university service activities or through service to the

community. Examples of some of these activities are:

- Program Chair
- Program Academic Advisor
- Ad Hoc or Advisory Committees
- Program Committees
- Participation in advising or orientation activities
- Faculty mentorship/sponsorship of student groups, clubs, or other Student Affairs activity
- Community advisory groups
- Proposals for new academic programs
- Accreditation work
- Program assessment, evaluation, or review
- Program development
- Consultation (including participation in grants) with Government, Industry, Non-Profit Corporation, or NGO
- Journal reviewer or Editorial Board Member
- Clinical/Counseling/Community/Health psychology work in the community
- Mentoring student research (see Note on Student Research)

Regardless of the type of service, faculty are expected to provide a justification for the Service activity in accord with the guidelines below:

Psychology Standards
Significantly Exceeds Standards of Achievement (A minimum of 21 or more service activities over the entire review period)
Exceeds Standards of Achievement (A minimum of 11-20 service activities over the entire review period)
Meets Standards of Achievement (A minimum of 10 items service activities over the entire review period)
Does Not Meet Standards of Achievement

The Psychology Program Chair and/or PPC will include the evaluation of service activities in its recommendation.