



**UNIT STANDARDS REVIEW
SIGNATURE FORM**

Department of: Psychology
Year: 2014-2015

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Signature Date

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[Signature] 27 Oct. 2014
Signature Date

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Unit Standards

Department of Psychology

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Psychology Department Unit Standards and Procedures for Faculty Evaluation and Advancement

The Department of Psychology shall be guided by standards and procedures set forth in the current Collective Bargaining Agreement signed between the University Faculty Association and the Montana University System regarding retention, salary increments, promotions, and tenure. The unit standards and procedures discussed below are intended to be in addition to and consistent with those provided in the current Collective Bargaining Agreement (CBA), and in the event of any omissions or inconsistencies, the terms of the Collective Bargaining Agreement shall prevail. A faculty member should consult the Collective Bargaining Agreement for procedures relative to the evaluation process beyond the Faculty Evaluation Committee (FEC) and to determine procedural requirements for appeals, according to sections 10.260 and 10.270 of the CBA.

I. THE SEC

The Student Evaluation Committee (SEC) shall consist of two graduate and four undergraduate psychology majors as well as a faculty observer appointed by the department chairperson. The purpose of the SEC is to provide a summary of the faculty member's student evaluations as specified in the CBA section 10.220.

II. THE FEC

A. Purpose

The purpose of the FEC is to provide peer evaluation and review of performance for each faculty member in the unit.

B. Composition

The FEC will be composed of all regular faculty of the Department of Psychology, and three graduate student observers chosen by the FEC chairperson. These student observers do not supplant the SEC; they are not eligible to serve as committee chairperson and shall have no voting rights. "Regular faculty" is defined as all tenurable and tenured faculty members with appointments to the Department of Psychology of 0.5–1.0 FTE, excluding adjunct faculty appointments. Adjunct and research faculty members may attend and participate in the FEC's discussions when the FEC chairperson solicits additional information from them, but they do not have the right to vote on the FEC's decisions. The FEC will elect its own chairperson from among its members. Evaluation subcommittees consisting of FEC members will be formed by the FEC chairperson who will also assign faculty members to be evaluated by those subcommittees.

C. Responsibilities and Procedures

1. FEC Responsibilities

The FEC shall be responsible for applying the unit standards to review the performance of Psychology faculty members and to make a written recommendation with justification signed by the committee chairperson which shall, where appropriate, specifically address: (1) retention, (2) salary increment, (3) promotion, and/or (4) tenure. Any FEC member may abstain when the member feels unqualified to vote. Only unanimous votes are recorded in the Department FEC letters. Other vote counts are not recorded.

2. Information Submitted to the FEC

An Individual Performance Record (IPR) is prepared by each individual faculty member under evaluation. Documentation will be submitted by the faculty member being evaluated to the FEC. Suggested Psychology Department FEC documentation guidelines are provided in this document. The IPR will cover the performance period specified by the CBA. Performance periods will consist of the regular evaluation schedule but may be requested in any year by any faculty member as outlined in the CBA section 10.340. The IPR prepared by each faculty member is made available to all FEC members.

Any faculty member may have opinions or solicited material regarding the member's evaluation transmitted in writing to the FEC. All such material must be placed in the faculty member's evaluation file. Unsolicited materials may not be used as part of the evaluation unless they are signed by the author. Such signed material must be placed in the faculty member's evaluation file, as outlined in section 10.230 of the CBA.

The FEC may ask the faculty member being evaluated to supply additional information in support of statements made in the IPR. A timeline for this procedure is found in CBA 10.210.

All evidence considered by any group or in any process must be relevant to the approved unit standards.

3. FEC Procedures

Students, both graduate and undergraduate, as well as adjunct and research faculty, are not involved in the decision-making procedures of the FEC, but are sources of information to be used in documentation.

The FEC meetings in which the committee discusses individual faculty evaluations shall be closed to the faculty member being evaluated and to anyone else not a member of the committee, except for any individual whom the committee may wish to interview in connection with the evaluation of an individual faculty member. The faculty member being evaluated may, upon that member's request, be permitted to personally address the committee regarding the member's evaluation. The faculty member also may choose to answer inquiries privately to the FEC chairperson, who will report results to the FEC.

Preliminary recommendations of the Faculty Evaluation Subcommittee will be discussed, modified, approved, or rejected by the FEC. FEC Subcommittees (members and assigned chairpersons) are formed by the FEC chairperson to review IPRs of designated faculty members being evaluated. Subcommittees meet for these reviews and produce draft reports and recommendations that are distributed to the full FEC (but not to the faculty member under evaluation) prior to the first FEC meeting. Each report is presented during the FEC meeting by the subcommittee scribe, or another subcommittee member designated by the subcommittee chairperson, and is discussed and modified, approved or rejected by Committee members. If the report is rejected a second draft is prepared by the subcommittee and is distributed to the FEC for discussion and modification, approval or rejection. When a report is approved the final document is delivered to the FEC chairperson.

During any and all portions of the evaluation process, any faculty member involved in a conflict of interest associated with a discussion or voting topic will absent him- or herself from the proceedings, as outlined in section 10.310 of the CBA.

Faculty members eligible for tenure must themselves apply for tenure. Promotions and other-than-normal considerations may be initiated by any faculty member. Recommendations regarding all requests are made by the FEC.

The FEC will prepare written recommendations. In cases of less-than-normal recommendations, merit recommendations, and promotion recommendations, the written recommendation will include the rationale supporting those recommendations. All written recommendations and supporting statements will be subject to the final approval of the full FEC membership. FEC members' votes are anonymous. The vote is tallied by the FEC chairperson and an FEC member identified by the chairperson. The vote count is reported orally but only unanimous decisions are recorded in the documenting letter. Other vote counts are not reported.

Upon the request of a faculty member under evaluation, or of the FEC, oral feedback to a faculty member who has been evaluated will be given privately to that person by the FEC committee chairperson or by another faculty member designated by the committee chair.

Withheld from the faculty member under consideration is information relating the vote count (other than unanimous counts) and specific comments to specific people during the FEC meeting, although comments themselves are provided in the FEC recommendation and signed by the FEC chair.

The chairperson of the Department of Psychology shall prepare independent written recommendations including the rationale supporting those recommendations. The College Dean also prepares a report with recommendations.

4. Rights of the Faculty Member under Evaluation:

Each faculty member is included in the member's evaluation process only in the preparation of the IPR, and in the initiation of categories of consideration (e.g. promotion, merit requests).

Any faculty member who disagrees with any recommendation of the FEC may file a written appeal with the FEC to reconsider the initial recommendation. Procedures set forth in the current CBA in sections 10.230, 10.270 and 10.280 shall be followed. The faculty member may also submit a written appeal to the College Dean. Additionally the faculty member may append a response to the SEC report, and may appeal the FEC, Chair's or Dean's recommendations.

5. Deadlines:

The individual performance records of all faculty members must be submitted to the FEC by October 15. Additional evaluation materials (solicited by the FEC or unsolicited) must be submitted to the FEC by October 20. The faculty member under evaluation must be notified within 5 days of the inclusion of the additional evaluative material (no later than October 25) and that material must be made available to the faculty member. The faculty member is then given 10 days (or no later than November 5) to prepare a written response that becomes part of the evaluation record. Within 10 days (or no later than November 15) of receipt of a faculty member's appeal of an evaluation, the FEC shall either grant or deny the requested remedial action, notify the faculty member of the decision, and make the decision a part of the record. The FEC will review and make its final written

recommendations signed by its chairperson and forwarded to the Department Chairperson by November 15.

III. DOCUMENTATION AND EVALUATION CRITERIA (CBA 10.100)

A. Individual Performance Record (IPR)

It is the responsibility of every faculty member to prepare that member's own individual performance record with as full and complete documentation and evidence, as required by the Collective Bargaining Agreement section 10.210. This documentation shall address all three areas of faculty responsibility: (1) teaching and advising, (2) research and scholarly activity, and (3) public service; using the standard format approved by the FEC and consistent with the CBA. Performance reviews of faculty shall emphasize flexibility in balancing the contributions of teaching, research and scholarly activity, and public service. The individual shall submit this documentation to the chairperson of the FEC by the date stipulated in the CBA. A cover letter should be included specifying the faculty member's requested evaluation recommendation (e.g. normal, merit, promotion, tenure). The IPR should be prepared in the order of the criteria/areas of performance listed in section IIIC below (Dimensions).

B. Performance Period to be documented

The performance period, consisting of one or more years of record, to be documented for advancement (i.e., promotion, tenure, merit, normal and less-than-normal) will conform to the requirements of the current CBA section 10.340.

C. Criteria for Faculty Evaluation

See the current CBA for required inclusions. In this section the basis for evaluation in each area (teaching, research, and service) is summarized and is followed by a recommended outline of specific topics to be addressed in each area in the IPR. Normal, Above Normal, and Outstanding performance are defined.

1. General Criteria

As a graduate Department of Psychology, we are responsible for teaching and training undergraduate and graduate students, and making original research contributions (experimental, theoretical, or technique-oriented) to the discipline of psychology. Additionally, the faculty is expected to participate in the duties involved in conducting the business of a large department. Other community-related service activities requiring special knowledge, techniques, or expertise of the profession may help bolster performance in the categories above.

A faculty member may be appointed for a special purpose that reduces teaching, service or the development of an effective research program. The Department reserves the right to change the emphasis of these standards (i.e., teaching, research, and service) when it is deemed appropriate for a faculty member working toward a departmental objective. This will be done with the approval of the departmental faculty, by the mutual agreement of the Department chairperson and the faculty person affected, and arranged prior to the academic year to be evaluated, if practicable. Such objectives include but are not limited to special reports (e.g., preparation of accreditation, internal and external review materials), program development initiatives and activities, program grant applications, directing or implementing specific Department programs (e.g., InPsys, Experimental program, HFD

minor), specialized teaching assignments to meet the needs of the Department, and time-delimited special assignments by the Department chairperson. For faculty with these appointments, the criteria for evaluation of research/scholarly activity effectiveness will be considered in the context as noted above by the FEC. Evaluations of the Director of Clinical Training and Director of the School Psychology program are covered separately below (IV. H.). (CBA 12.250)

Criteria for each dimension are specified with consideration of the diversity of subject matter, skills, and research and teaching requirements for the areas of specialization within the field of psychology. Evaluations are made on the basis of a pattern of contribution to the field of psychology, the Department of Psychology, and the University of Montana.

2. Specific Criteria

a. Teaching

Each faculty member is expected to teach regularly in the areas of his or her competence, to share in teaching general education courses as the needs of the Department require, to advise students, and to direct student research, when appropriate. Courses are to be well prepared and regularly updated. Students are to be informed of the requirements for courses and given reasonable opportunities for continuing evaluation of their performances under those requirements. Each faculty member is expected to post a reasonable number of office hours.

- (1) Normal teaching shall consist in teaching needed lower division, upper division, and/or graduate courses according to one's expertise, advising students, and directing student research. The courses shall be taught responsibly as indicated by student evaluations, teaching materials, and, where relevant, peer review. (CBA 10.100-3b)
- (2) One's teaching shall be considered Above Normal if one's teaching contributions exceed the normal standard. For example, one's teaching may be considered above normal if one consistently receives very good evaluations and/or if one takes on extra tasks such as undertaking new preps, and/or mentors student independent study.
- (3) One's teaching shall be considered Outstanding if one's teaching contributions far exceed the normal standard. For instance, one's teaching may be considered Outstanding if one demonstrates excellence in several ways including undertaking new preps, receiving uniformly excellent student evaluations, mentoring student independent study, teaching above the standard course load, or receiving recognition or award by a professional committee or organization for outstanding teaching.

Recommended IPR Outline for Teaching

- (1) Student evaluations of faculty performance
 - (a) Approved University of Montana forms (Summary sheets only).
 - (b) Alternate evaluation forms may be used if they comply with the current CBA requirements.
 - (c) Written evaluations

- (d) Recommendation of the Student Evaluation Committee (not required if the SEC fails to provide this). (CBA 10.220)
- (2) Graduate student training grants
 - (a) Submissions
 - (b) Awards
 - (c) Student Advising
- (3) Graduate Student Committee memberships (subdivided into chairmanships and memberships)
- (4) Undergraduate senior thesis committee memberships (subdivided into chairmanships and memberships)
- (5) Innovations
 - (a) New courses developed
 - (b) New approaches to old courses
- (6) Financial support generated for students
- (7) The opinion of former students, if any. This excludes former students still under the supervision of the faculty member (e.g., students on internship).
- (8) Co-authorship of journal papers and conference posters and presentations with students, which indicates effective mentoring of students.
- (9) Supervision of students' work in various areas other than traditional classroom format (e.g., research, field placements, practicum placements, etc.).
- (10) Training program development
- (11) Instructional activities related to General Education or interdisciplinary programs
- (12) Creative achievements in teaching
 - (a) Awards
 - (b) Peer recognition without awards
- (13) Attachments (teaching evaluations).

b. Research

The extent to which the research has made a positive contribution to the body of knowledge will be evaluated primarily on the quality and number of publications and presentations authored by the faculty member and the receipt of external grants and honors. All publications, presentations, and other scholarly works will be considered, and greater recognition will be given to publications in peer-reviewed journals. The quality of scholarly works is determined by a number of factors, including scholarly impact, impact on intended communities or audiences, grants from funding agencies that have a careful review process, and presentations at national or international conferences, citations of the faculty member's scholarly works by others, invitations to present work at symposia or as an invited speaker.

The extent to which the faculty member has played a leadership role in research/scholarly activity will be determined by participation in the scientific community through serving as a reviewer of papers submitted to journals; editorial work; membership on review committees, panels, and study sections for granting agencies; review of research-focused academic programs, tenure and promotion dossiers; functioning as the organizer, chairperson, presider, etc. of sessions or panels at scientific meetings; and membership on and, participation in, committees of professional organizations addressing the science of psychology.

An effective academic research program provides the opportunities for students to be educated and trained while participating in significant, original research. The number of undergraduate and graduate students mentored and the quality and number of publications and presentations with students as coauthors will be used to evaluate participation of students in the research program. The attempts of the faculty member to seek and provide financial support for students involved in research will also be considered in the evaluation.

- (1) Normal research shall consist in maintaining an active research program and periodically publishing and/or publicly presenting one's research.
- (2) One's research shall be considered Above Normal if one exceeds Normal standards by publishing more frequently than is typical for one's subfield, or if one publishes or presents in a prestigious venue indicating a high level of regard from peers in one's subfield.
- (3) One's research shall be considered Outstanding if one far exceeds normal standards. Examples include publishing at a much higher rate than is typical of one's subfield, publishing projects of greater scope (e.g., a single-author book placed with a reputable press), publishing or presenting in the most prestigious venues, indications of superlatively high regard from peers in one's subfield such as recognition or award by a professional committee or organization for an outstanding research contribution.

Recommended IPR Outline for Research (Note: if in-press publications are listed here, they may not be listed in future IPRs)

- (1) Publication of books, book chapters, and journal articles
- (2) Quality (the quality of the article, as well as the journal in which it appears, is to be judged. A presumption of adequate quality attends publication in refereed journals).
- (3) Quantity (differences in time and work required in different areas of specialization and research is to be taken into account; for example, longitudinal research and research with special populations).
- (4) Papers, workshops, symposia, conference posters, conference presentations, research panels, etc.
- (5) Research grants (Identify whether these are internal UM or departmental grants or external grants).
 - (a) Submissions

(b) Awards

- (6) Citations (the number of times research articles are cited may act in favor of, but not to the detriment of, a faculty member).
- (7) Supervision of student researchers enrolled in independent research courses (e.g., Psyx 290, 390, 499, 597, etc.).
- (8) Reviews of research-based materials (e.g., books, tests)
- (9) Audio recordings, video recordings, etc., which require research preparation, e.g., training materials for intervention research.
- (10) Refereeing research journal articles
- (11) Reviews of research by appropriate scientists outside the Department of Psychology
- (12) Membership on review committees, panels, and study sections for granting agencies
- (13) Review of research-focused academic programs, tenure, and promotion dossiers
- (14) Membership on, and participation in, committees of professional organizations addressing the science of psychology
- (15) Scholarly achievements in Research
 - (a) Awards
 - (b) Peer recognition without awards
- (16) Continuing progress, documented annually, in a long-term research program (e.g., longitudinal study) will be considered as a legitimate demonstration of research activity.
- (17) Attachments (title page of publications or grants, letters of acceptance for articles in press, other "brief" documents).

c. University Service

Each faculty member is expected to engage in Departmental and University service, service to the profession, and/or service to the community.

Meaningful service to the department includes activities such as participation on departmental committees, both standing and ad hoc, that provide a needed service to the department; participation in recruitment of undergraduate and graduate students through personal contact and in-person meetings; and regular participation in departmental faculty meetings and involvement in projects identified at the meetings.

Participation in the social services communities includes activities such as consulting activities, speaking to public groups and other activities.

Service to the professional or scientific community includes providing professional development training and other activities.

- (1) Normal service shall consist in a proportionate share of departmental service (e.g., serving on the FEC and assisting with administrative tasks delegated by the department chair), professional service as appropriate (e.g., serving as a referee

for a journal), and university service (e.g., serving on one demanding committee, which meets periodically throughout the year, or two less demanding committees, each of which meets once or twice per year).

- (2) One's service shall be considered Above Normal if in addition to Normal service one undertakes considerable additional service. Examples include serving on very demanding committees, serving as department chair or area director, or undertaking a large amount of departmental, national or international service.
- (3) One's service shall be considered Outstanding if one displays model professional, departmental and/or university service. This ranking shall be reserved for exceptional amounts of service (e.g., serving as department chair and on two committees concurrently), exceptionally valuable service (e.g., applying for external funding and then organizing a local conference of great interest to students), exceptional national or international service, or recognition or award by a professional committee or organization for outstanding service.

Recommended IPR Outline for Service

- (1) Committees
 - (a) The University of Montana (including College of Humanities and Sciences)
 - (b) Psychology Department
- (2) Involvement with other programs or units within the University of Montana
- (3) Professional service in organizations closely affiliated with the university system and on which university welfare depends to a degree (e.g., Montana Academy of Sciences, Montana Psychological Association).
- (4) Service activities related to General Education or interdisciplinary programs
- (5) Professional Public Service
 - (a) Paid consulting activities
 - (b) Unpaid consulting activities
 - (c) Service on boards, committees, etc.
 - (d) Public service awards
 - (e) Speaking to groups, etc.
 - (f) Lectureships (e.g., APA visiting scientists, colloquium invitations)
 - (g) Providing off-campus professional development opportunities
- (6) Creative achievements in Service
 - (a) Awards
 - (b) Peer recognition without awards
- (7) Attachments to acknowledge service (letters acknowledging service, other "brief" documents)

d. Tenure (CBA 10.100-2)

Tenure decisions are based on both past performance and performance expected in the future. To be eligible for tenure the candidate must:

- (1) Initiate the application for tenure which shall include at least the following:
 - (a) a statement of the teaching, research and/or scholarly activity, and public service performed by the applicant during the probationary period;
 - (b) a vita of the applicant's publications and/or scholarly works;
 - (c) evidence that the applicant has achieved or in the process of achieving recognition in the applicant's field of competence beyond the University of Montana;
 - (d) any other information the applicant deems relevant to the applicant's professional development, competence, or performance.
- (2) Possess a doctoral degree;
- (3) Have accumulated a minimum of five years credit toward tenure, three years of which have been accumulated at the University of Montana in the Department of Psychology. Failure to attain tenure by completion of that period will result in the issuance of a non-renewable contract. Faculty members can apply only twice for tenure.
- (4) Have minimum rank of Associate Professor except under unusual circumstances. Faculty may apply concurrently for the rank of Associate Professor and for tenure. However, the granting of tenure is conditional on promotion to Associate Professor.
- (5) The applicant for tenure is required to include two letters from outside UM that evaluate the applicant's quality of scholarly activities and/or research. The applicant and the Department chairperson shall agree on the choice of the outside evaluators (excluding the applicant's graduate mentor). The chairperson shall be responsible for soliciting the outside letters. Letters must be received prior to the FEC meeting at which tenure is considered. (CBA 10.210)

The level of performance required for a recommendation for tenure is higher than that required for a recommendation of normal increment; merely adequate performance will not suffice. At minimum, the level of performance for a recommendation of tenure must be consistently in the higher portion of the range required for a normal recommendation. (CBA 9.200)

e. Promotion

The timeline for application for promotion to associate professor and to professor is the same as specified in the CBA. (CBA 10.110).

- (1) To Assistant Professor (CBA 10.110-1a)
 - (a) A doctoral degree is required for assistant professor or higher classification.
 - (b) A performance level adequate for normal recommendation is required.

(2) To Associate Professor (CBA 10.110-1b)

A performance level the same as that required for a tenure recommendation is required for a recommendation for promotion to associate professor.

(3) To Professor (CBA 10.110-1c)

A consistent level of performance in the high portion of the range required for a normal recommendation, and a continued growth in skills and responsibilities are required for a recommendation of promotion to professor. Faculty seeking promotion to professor must demonstrate scholarship specifically by scholarly publication (in journals, books, book chapters, state/government documents and other forums as described under III.C. 2.) and have received national or international recognition.

f. Merit (CBA 10.110-3a)

A merit recommendation requires above normal performance in at least two of the three areas of teaching, research, or service, or normal performance in at least two areas, and outstanding performance or special recognition in at least one of these areas. In no area may performance be less than normal.

g. Less-than-normal and non-renewal decisions (CBA 10.110-3c)

(1) Less-Than-Normal

(a) Performance at a level below that required for a recommendation of normal increment is necessary for a less-than-normal recommendation. (CBA 9.230)

(b) A less-than-normal recommendation requires a consistent pattern of inferior performance, or a consistent trend of the decline of performance pattern to inadequate levels. (CBA 17.000)

(2) Non-Renewal

(a) For faculty on annual tenure, a recommendation of non-renewal requires a level of performance consistently in the low portion of the range required for normal recommendation or below as outlined in section 10.110.3.c of the CBA.

(b) For faculty on permanent tenure, a recommendation of tenure review and possible non-renewal requires a performance level which is consistently in the less-than-normal range for three successive years.

(3) Non-Reappointment

A probationary appointee has the right to serve the specified term of the appointment and may not be discharged without cause during that term. An appointee discharged for cause prior to the end of the specified term of the appointment shall be entitled to the same procedural protections afforded tenured faculty members discharged for cause.

h. Department chairperson evaluation (CBA 10.000)

(1) Procedure (CBA 16.240)

- (a) Recommendation for promotion or merit may be initiated by the department faculty, including the chairperson. Requests for tenure must be made only by the Department chairperson. The FEC may evaluate the Department chairperson's administrative performance and will provide such information to the Department chairperson.
- (b) The Department chairperson's performance as a professor in the department with the usual responsibilities of teaching, research and service will be evaluated in the same manner as any other faculty member's performance.

(2) Criteria for Evaluation

The Psychology Department realizes that it is unrealistic to expect the chairperson of a department as broad in scope and diversity as ours to be heavily involved in research during the tenure of the person's role as chairperson. Neither should the department chairperson be penalized in being considered for promotion, merit, advancement, etc., because that person has assumed leadership responsibility and has less time for research activities. Therefore, in evaluating the department chairperson for promotion, merit, advancement, etc., the department will weigh administrative and leadership performance (as part of service) and teaching more heavily than research activities.

i. Evaluation of the director of clinical training and the director of school psychology training

(1) Procedure

- (a) These directors will be evaluated on their performances as professors in the department in the usual manner (see sections I, II, III).
- (b) The administrative performance of these directors will be evaluated by the FEC as part of service.

(2) Criteria for Evaluation

The assumption of administrative responsibilities and duties by these directors makes unreasonable an expectation of research productivity on a par with those faculty who do not have those duties and responsibilities. Therefore, in evaluating these directors for promotion, merit, advancement, etc., the department will weigh teaching and service performance more heavily than research activities.

IV. PROVISIONS RELATING TO TENURABLE, PARTIAL FTE APPOINTEES

Tenable faculty members whose permanent appointment is 0.5 – 0.99 FTE are evaluated using the same qualitative standards as other tenurable faculty but with the expectation that the amount of evidence needed to support a favorable evaluation (or recommendation for merit, promotion or tenure) in any area will reflect the proportion of FTE and other terms of employment.

V. PROVISIONS RELATING TO NON-TENURABLE AND ADJUNCT FACULTY (CBA 9.100)

A. Goals Statement Regarding Non-tenurable and Adjunct Faculty

The workloads of non-tenurable and adjunct faculty will be apportioned among the responsibilities of teaching, research and service in a manner, which does not exceed the prorated equivalent of a 1.0 FTE workload for tenurable faculty. Workloads will be determined, at the time of appointment or reappointment, by the College Dean with input from the Department chair.

B. Rights and Responsibilities of Non-tenurable and Adjunct Faculty

1. Non-tenurable and Adjunct faculty with .5 FTE or more may participate in the governance of the Psychology Department: They may attend faculty meetings, participate in faculty votes on all matters other than staff and personnel issues, and serve on Department committees. Non-tenurable and adjunct faculty (.5 FTE and above) may attend and participate in meetings of the FEC. They may not vote in FEC meetings.
2. Non-tenurable and adjunct faculty with fewer than .5 FTE may attend and participate in faculty meetings and committee meetings. They may not vote in such meetings. Such faculty members also may attend and participate in FEC discussions when the FEC chairperson solicits additional information from them, but may not vote on FEC decisions (described in II.B.).
3. At the time of the appointment or reappointment, each non-tenured and adjunct faculty member shall be provided, by the department chairperson, with a written agreement that specifies rank, salary, workload and duties, and other terms and conditions of employment.
4. Non-tenurable and adjunct faculty will be evaluated on an annual basis at the FEC meetings, taking into account contractual obligations and the requirements of the written agreement described above. Procedures for requesting and evaluating requests for promotions and merit increases will be equivalent to those used for full or partial FTE tenurable faculty, whichever is equivalent.
5. Non-renewal: An adjunct or non-tenurable faculty member's contract may be renewed only when the department's instructional needs and its budgetary resources call for reappointment. Furthermore, adjunct and non-tenurable faculty who receive a less-than-normal increment will be ineligible for reappointment. (CBA 9.210)

VI. PROVISIONS RELATING TO NON-TENURABLE AND ADJUNCT RESEARCH FACULTY (CBA 9.300)

- A. Non-tenurable and adjunct research faculty members with .5 FTE or more may participate in the governance of the Psychology Department: They may attend faculty meetings, participate in faculty votes on all matters other than staff and personnel issues, and serve on Departmental committees. They may also attend and participate in meetings of the FEC. They may not vote in FEC meetings.
- B. At the time of appointment, each non-tenurable or adjunct research faculty member shall be provided, by the chairperson, with a written agreement which specifies rank, salary, workload and duties, and other conditions of employment.

- C. Non-tenurable and adjunct research faculty shall be evaluated in accordance with all procedures and standards applicable to tenurable faculty, including consideration of partial FTE appointments. However, each appointee shall be evaluated only in those areas of performance stipulated by the terms of that person's appointment. In most cases, research faculty members are not required to teach. Therefore absence of teaching activities shall not be considered as failure to meet the standards. Similarly, some research faculty members do engage in extensive service activities dictated by the mission of their research while others' research activities do not require such service activity. Therefore, evaluation of the performance of each research faculty member shall be restricted to the role and scope of the individual's workload as specified in the written agreement. FEC recommendations shall be determined by examining the quantity and quality of that work as defined in the written agreement.