

**Department of Psychology evaluation guidelines
for the purpose of tenure and promotion to Associate Professor**

Adopted December 9, 2011

For the purpose of decisions regarding tenure/promotion to Associate Professor, probationary faculty will be evaluated across three domains: Teaching, scholarship, and service. Successful candidates will meet standards in each of these domains. All portfolios will be submitted electronically via Digital Measures (DM).

Department Mission Statement

The primary role and mission of the MSU Denver Department of Psychology is to provide a high quality, comprehensive program leading to Bachelor of Arts degrees in Psychology and Human Development. The department is committed to a sound and rigorous curriculum for the benefit of the student community at MSU Denver and the urban community served by Metropolitan State University of Denver. The psychology and human development programs provide a sound grounding in psychological knowledge and skills to facilitate students' admission to graduate programs and/or entry to the work force.

In addition to serving the needs of its majors and minors, the department is committed to providing courses that meet needs throughout the college. Included are courses for the General Studies Program, a Senior Experience course for majors, service courses for students pursuing other degrees, courses for students seeking teacher certification, multicultural courses, and courses for multidisciplinary programs such as Holistic Health and Wellness, and Gerontological Studies. The department strives to incorporate technology, develop new courses, and modify the program's curriculum as necessary to assure timely and relevant offerings.

The Psychology Department sees as part of its role and mission the importance of reaching the varied populations served by MSU Denver. Thus, required and elective courses are provided not only during weekdays, but also in the evening hours, on weekends, and during the summer term. Courses are also offered at both Metro North and Metro South, and the department regularly offers online courses.

The department's role and mission also includes advising, providing other ancillary services for students, and facilitating faculty professional development.

Criteria for the Evaluation of Faculty

Contractual Responsibilities: the faculty member must meet the contractual responsibilities defined in the MSU DENVER HANDBOOK FOR PROFESSIONAL PERSONNEL, as a prerequisite to a satisfactory performance rating.

Teaching

Effective teachers display knowledge of their subject matters in the relevant learning environment, which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education. They design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. They communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. They interact with students to provide career guidance and information, degree program guidance and information, and answers to questions relating to a discipline.

The intent of these standards is to allow for a determination of whether or not a candidate has sufficiently developed toward mastery in the area of teaching across the probationary period. To this extent, the emphasis should be placed on the candidate's overall development within this area.

Courses are kept current through addition of new materials no less often than every 3 years. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that the instructional design of the course facilitates student learning. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that techniques employed to deliver material within the class facilitate student learning. This includes working with the Access Center to ensure reasonable ADA accommodations for students. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that assessment procedures are appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Faculty member serves as a designated departmental advisor. SRIs are comparable to averages for same course level (i.e., upper vs. lower level.) within the same prefix. If below this, scores have shown a trend of improvement toward the average for same number courses and the narrative addresses work toward improving student rating through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Special circumstances under which this may not occur should be addressed in the narrative. Summative peer observation describes strong pedagogy to facilitate student learning.

Scholarship

In order to succeed in this domain, candidates must engage in at least two different types of scholarly activities during the probationary period. Of these different types of activities, one must include the publication/production of reviewed products. The second type of activity in which the candidate engages can be very broadly defined. The candidate should use his/her narrative and/or annotated curriculum vitae to describe how his/her scholarly activities meet these criteria.

Faculty member has engaged scholarly or creative activities that enhance teaching and/or furthers their discipline. For scholarly activities that are ongoing across multiple years, each year the faculty member is engaged counts as a separate activity. For example, a faculty member serving as a journal editor for three years can count that as three scholarly activities. Engaging in scholarly or creative activities includes:

1. maintaining an ongoing program of scholarship that has resulted in generation of one peer reviewed or critically reviewed product; OR the faculty member provides evidence of maintaining a program of scholarly activity that works toward the generation of one peer reviewed or critically reviewed product;
2. in addition to fulfilling criterion 1, the faculty member should have engaged in 2 activities which¹:
 - a. Allow the faculty member to share knowledge or expertise with members of the learned and professional communities; OR
 - b. Contribute to the continued education or professional development of the faculty member (including activities associated with achieving and/or maintaining licensure); OR
 - c. Allow the faculty member to make contributions to his/her field by serving as editor or associate editor for a scholarly journal.

Service

In order to succeed in this domain, candidates must demonstrate significant contributions to the shared governance of the Department, School, College, or Professional community. Candidates may also make significant contributions within a disciplinary organization; or may make contributions using their disciplinary expertise to the community outside of the college. The candidate should use his/her narrative and/or annotated curriculum vitae to describe how his/her service activities meet these criteria.

In order to meet standards, across the probationary period, faculty member must either:

1. engage in 8 service activities, of which one must be a high-intensity activity. To be considered a high intensity activity, the faculty member is expected to demonstrate development toward a leadership role or make a commitment to ongoing time- and/or

¹ The faculty member's two activities may come from a single category, or from more than one category.

- energy-intensive department, school, or college-level committee; special project; or other institutional service activity; or use his/her disciplinary expertise to demonstrate development toward a leadership role or make a commitment to an ongoing time- and/or energy-intensive activity that contributes to the betterment of one or more of his/her multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies; OR
2. engage in 12 service activities, with less involvement in high-intensity activities. Acceptable service activities will require the faculty member to demonstrate development toward a leadership role in or make a commitment to a department, school, or college-level committee; special project; or other institutional service activity, that requires low or moderate time/energy investment; or use his/her disciplinary expertise to demonstrate development toward a leadership role or make a moderate or low-intensity commitment to an activity that contributes to the betterment of one or more of his/her multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

For service activities that are ongoing across multiple years, each year faculty member participates counts as a separate activity. For example, a faculty member serving on a committee for three years can count that as three service activities. Most service may be done within the Department, with at least one service activity outside of the Department.

Examples of high intensity activities may include, but are not limited to:

- Serving as Chair or Co-Chair of ongoing committee at the department, school, or college level;
- Serving as Chair or Co-Chair for ongoing committee/task force for a professional organization;
- Serving as a member of Faculty Senate;
- Serving as coordinator/director of ongoing project for the department, school, or college, or professional association;
- Serving as a member of an ongoing committee or special committee that requires a heavy level of participation;
- Serving as an officer in a regional, national, or international professional organization;
- Serving as a faculty sponsor for a student organization;
- Utilizing one's professional expertise to develop and carry forward community projects with ongoing heavy involvement (e.g., collecting and analyzing data; program evaluation);
- Any other comparable service activity

Examples of low/moderate intensity activities may include, but are not limited to:

- Serving as member of committees or special projects at the department, school, or college level that requires moderate level of activity;

- Serving as member of an ongoing committees/task forces for a professional organization;
- Participating in several shorter duration special projects at the department, school, or college level during the evaluation period;
- Chairing or Co-Chairing a short-term or low- or moderate-intensity ongoing committee;
- Utilizing one's professional expertise to serve on a panel or board within the community (hospitals, schools);
- Serving as a reviewer for a single academic journal article;
- Participating in ongoing volunteer work for a community agency. Examples of the latter include but are not limited to giving a presentation to a community organization; serving as Chair or Co-Chair for a conference panel; judging a science fair competition; TV and radio appearances as an expert in psychology;
- Any other comparable service activity.

**Department of Psychology evaluation guidelines
for the purpose of promotion to Full Professor and Post Tenure Review**

Adopted April 27, 2012

For the purpose of decisions regarding promotion to Full Professor and Post Tenure Review, faculty will be evaluated across three domains: Teaching, scholarship, and service. Successful candidates will meet standards in each of these domains. The Department values the expertise and academic strengths of each faculty member. These guidelines are intended to allow faculty to focus in Scholarship or Service, while maintaining high standards in Teaching. All portfolios will be submitted electronically via Digital Measures (DM).

Evaluation of Faculty for the Purpose of Promotion to Full Professor

Contractual Responsibilities: the faculty member must meet the contractual responsibilities defined in of the MSU DENVER HANDBOOK FOR PROFESSIONAL PERSONNEL, as a prerequisite to a satisfactory performance rating.

Teaching

Effective teachers display knowledge of their subject matters in the relevant learning environment, which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education. They design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. They communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. They interact with students to provide career guidance and information, degree program guidance and information, and answers to questions relating to a discipline.

The intent of these standards is to allow for a determination of whether or not a candidate has continued to develop toward mastery in the area of teaching across the evaluation period. To this extent, the emphasis should be placed on the candidate's overall development within this area.

Courses are kept current through addition of new materials no less often than every 3 years. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that the instructional design of the course facilitates student learning. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that techniques employed to deliver material within the class facilitate student learning. This includes working with the

Access Center to ensure reasonable ADA accommodations for students. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that assessment procedures are appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Faculty member serves as a designated departmental advisor. SRIs are comparable to averages for same course level (i.e., upper vs. lower level.) If below this, scores have shown a trend of improvement toward the average for same number courses and the narrative addresses work toward improving student rating through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Special circumstances under which this may not occur should be addressed in the narrative. Summative peer observation describes strong pedagogy to facilitate student learning.

Scholarship

The candidate should use his/her narrative and/or annotated curriculum vitae to describe how his/her scholarly activities meet the criteria described below.

Faculty member has engaged in scholarly or creative activities that enhance teaching and/or further his/her discipline. For scholarly activities that are ongoing across multiple years, each year the faculty member is engaged counts as a separate activity. For example, a faculty member serving as a journal editor for three years can count that as three scholarly activities. Engaging in scholarly or creative activities includes:

1. Maintaining an ongoing program of scholarship that has resulted in generation of one peer reviewed or critically reviewed product; OR
2. Engaging in 4 scholarly activities which may include²:
 - a. Submitting a manuscript or other product for peer or other critical review; OR
 - b. Maintained a program of scholarly activity that works toward the generation of one peer reviewed or critically reviewed product; OR
 - c. Sharing knowledge or expertise with members of the learned and professional communities in the form of peer reviewed conference presentations; OR
 - d. Making contributions to his/her field by serving as editor or associate editor for a scholarly journal; OR
 - e. Engaging in other activities that contribute to the continued education or professional development of the faculty member (including activities associated with achieving and/or maintaining licensure).

Service

In order to succeed in this domain, candidates must demonstrate significant contributions to the shared governance of the Department, School, College, Community or Profession. Candidates may also make significant contributions within a disciplinary organization; or

² The faculty member's four activities may come from a single category, or from more than one category.

may make contributions using their disciplinary expertise to the community outside of the college. The candidate should use his/her narrative and/or annotated curriculum vitae to describe how his/her service activities meet these criteria.

In order to meet Departmental standards, across the evaluation period, the faculty member must either:

1. Engage in 6 service activities, of which one must be a high-intensity activity. To be considered a high intensity activity, the faculty member is expected to demonstrate development toward a leadership role or make a commitment to ongoing time- and/or energy-intensive department, school, or college-level committee; special project; or other institutional service activity; or use his/her disciplinary expertise to demonstrate development toward a leadership role or make a commitment to an ongoing time- and/or energy-intensive activity that contributes to the betterment of one or more of his/her multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies; OR
2. Engage in 9 service activities, with less involvement in high-intensity activities. Acceptable service activities will require the faculty member to demonstrate development toward a leadership role in or make a commitment to a department, school, or college-level committee; special project; or other institutional service activity, that requires low or moderate time/energy investment; or use his/her disciplinary expertise to demonstrate development toward a leadership role or make a moderate or low-intensity commitment to an activity that contributes to the betterment of one or more of his/her multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

For service activities that are ongoing across multiple years, each year the faculty member participates counts as a separate activity. For example, a faculty member serving on a committee for three years can count that as three service activities. Any service activities at the Department, School, College, Community, or Professional levels will count as fulfillment of the service requirements.

Examples of high intensity activities may include, but are not limited to:

- Serving as Chair or Co-Chair of ongoing committee at the department, school, or college level;
- Serving as Chair or Co-Chair for ongoing committee/task force for a professional organization;
- Serving as a member of Faculty Senate;
- Serving as coordinator/director of ongoing project for the department, school, or college, or professional association;
- Serving as a member of an ongoing committee or special committee that requires a heavy level of participation;

- Serving as an officer in a regional, national, or international professional organization;
- Serving as a faculty sponsor for a student organization;
- Utilizing one's professional expertise to develop and carry forward community projects with ongoing heavy involvement (e.g., collecting and analyzing data; program evaluation);
- Any other comparable service activity

Examples of low/moderate intensity activities may include, but are not limited to:

- Serving as member of committees or special projects at the department, school, or college level that requires moderate level of activity;
- Serving as member of an ongoing committees/task forces for a professional organization;
- Participating in several shorter duration special projects at the department, school, or college level during the evaluation period;
- Chairing or Co-Chairing a short-term or low- or moderate-intensity ongoing committee;
- Utilizing one's professional expertise to serve on a panel or board within the community (hospitals, schools);
- Serving as a reviewer for a single academic journal article;
- Participating in ongoing volunteer work for a community agency. Examples of the latter include but are not limited to giving a presentation to a community organization; serving as Chair or Co-Chair for a conference panel; judging a science fair competition; TV and radio appearances as an expert in psychology;
- Any other comparable service activity.

Evaluation of Faculty for the Post Tenure Review

Contractual Responsibilities: the faculty member must meet the contractual responsibilities defined in Chapter III of the MSU DENVER HANDBOOK FOR PROFESSIONAL PERSONNEL, as a prerequisite to a satisfactory performance rating.

Teaching

Effective teachers display knowledge of their subject matters in the relevant learning environment, which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education. They design course objectives, syllabi, materials, activities, and experiences that are conducive to learning. They communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods. They design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. They interact with students to provide career guidance and information, degree program guidance and information, and answers to questions relating to a discipline.

The intent of these standards is to allow for a determination of whether or not a candidate has continued to develop toward mastery in the area of teaching across the evaluation period. To this extent, the emphasis should be placed on the candidate's overall development within this area.

Courses are kept current through addition of new materials no less often than every 3 years. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that the instructional design of the course facilitates student learning. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that techniques employed to deliver material within the class facilitate student learning. This includes working with the Access Center to ensure reasonable ADA accommodations for students. No less often than every 3 years, instructor revisits, and if necessary revises, courses to ensure that assessment procedures are appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work. Faculty member serves as a designated departmental advisor. SRIs are comparable to averages for same course level (i.e., upper vs. lower level.) If below this, scores have shown a trend of improvement toward the average for same number courses and the narrative addresses work toward improving student rating through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Special circumstances under which this may not occur should be addressed in the narrative. Summative peer observation describes strong pedagogy to facilitate student learning.

Scholarship

The candidate should use his/her narrative and/or annotated curriculum vitae to describe how his/her scholarly activities meet the criteria described below.

Faculty member has engaged in scholarly or creative activities that enhance teaching and/or further his/her discipline. For scholarly activities that are ongoing across multiple years, each year the faculty member is engaged counts as a separate activity. For example, a faculty member serving as a journal editor for three years can count that as three scholarly activities. Engaging in scholarly or creative activities includes:

1. Maintaining an ongoing program of scholarship that has resulted in generation of one peer reviewed or critically reviewed product; OR
2. Engaging in 2 scholarly activities which may include³:
 - a. Submitting a manuscript or other product for peer or other critical review; OR
 - b. Maintained a program of scholarly activity that works toward the generation of one peer reviewed or critically reviewed product; OR
 - c. Sharing knowledge or expertise with members of the learned and professional communities in the form of peer reviewed conference presentations; OR
 - d. Making contributions to his/her field by serving as editor or as associate editor for a scholarly journal; OR
 - e. Engaging in other activities that contribute to the continued education or professional development of the faculty member (including activities associated with achieving and/or maintaining licensure).

Service

In order to succeed in this domain, candidates must demonstrate significant contributions to the shared governance of the Department, School, College, Community or Profession. Candidates may also make significant contributions within a disciplinary organization; or may make contributions using their disciplinary expertise to the community outside of the college. The candidate should use his/her narrative and/or annotated curriculum vitae to describe how his/her service activities meet these criteria.

In order to meet Departmental standards, across the evaluation period, the faculty member must either:

1. Engage in 6 service activities, of which one must be high-intensity activity. To be considered a high intensity activity, the faculty member is expected to demonstrate development toward a leadership role or make a commitment to ongoing time- and/or energy-intensive department, school, or college-level committee; special project; or other institutional service activity; or use his/her disciplinary expertise to demonstrate development toward a leadership role or make a commitment to an ongoing time- and/or

³ The faculty member's two activities may come from a single category, or from more than one category.

energy-intensive activity that contributes to the betterment of one or more of his/her multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies; OR

2. Engage in 9 service activities, with less involvement in high-intensity activities. Acceptable service activities will require the faculty member to demonstrate development toward a leadership role in or make a commitment to a department, school, or college-level committee; special project; or other institutional service activity, that requires low or moderate time/energy investment; or use his/her disciplinary expertise to demonstrate development toward a leadership role or make a moderate or low-intensity commitment to an activity that contributes to the betterment of one or more of his/her multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, or government agencies.

For service activities that are ongoing across multiple years, each year the faculty member participates counts as a separate activity. For example, a faculty member serving on a committee for three years can count that as three service activities. Any service activities at the Department, School, College, Community, or Professional levels will count as fulfillment of the service requirements.

Examples of high intensity activities may include, but are not limited to:

- Serving as Chair or Co-Chair of ongoing committee at the department, school, or college level;
- Serving as Chair or Co-Chair for ongoing committee/task force for a professional organization;
- Serving as a member of Faculty Senate;
- Serving as coordinator/director of ongoing project for the department, school, or college, or professional association;
- Serving as a member of an ongoing committee or special committee that requires a heavy level of participation;
- Serving as an officer in a regional, national, or international professional organization;
- Serving as a faculty sponsor for a student organization;
- Utilizing one's professional expertise to develop and carry forward community projects with ongoing heavy involvement (e.g., collecting and analyzing data; program evaluation);
- Any other comparable service activity

Examples of low/moderate intensity activities may include, but are not limited to:

- Serving as member of committees or special projects at the department, school, or college level that requires moderate level of activity;
- Serving as member of an ongoing committees/task forces for a professional organization;
- Participating in several shorter duration special projects at the department, school, or college level during the evaluation period;

- Chairing or Co-Chairing a short-term or low- or moderate-intensity ongoing committee;
- Utilizing one's professional expertise to serve on a panel or board within the community (hospitals, schools);
- Serving as a reviewer for a single academic journal article;
- Participating in ongoing volunteer work for a community agency. Examples of the latter include but are not limited to giving a presentation to a community organization; serving as Chair or Co-Chair for a conference panel; judging a science fair competition; TV and radio appearances as an expert in psychology;
- Any other comparable service activity.