The Attached Departmental Guidelines for the Department of

<u>Psychology</u>

at

The Metropolitan State University of Denver

are submitted for Approval for the Period

August 1, 2018 through July 31, 2019

Approvals:

Digitally signed by Dr. Layton
Seth Curl
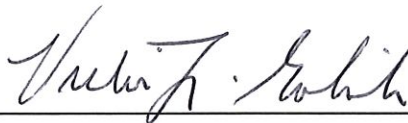Date: 2018.02.07 08:07:45 -07'00'

Department Chair_____   Date _February 7, 2018_____

Joan Laura Foster

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Date: 2018.02.19 14:55:49 -07'00'

Dean_____   Date_____

VPAA_____   Date_ 5-1-18_____

Department of Psychology
Evaluation Guidelines

Effective Fall 2018

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. 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 as student demand warrants. Courses are also at 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 for the purpose of tenure and promotion to Associate Professor and Promotion to Full

For the purpose of decisions regarding tenure/promotion to Associate Professor, and Promotion to Full, faculty will be evaluated across three domains: Teaching, scholarship, and service. Meeting these guidelines shall constitute a demonstration of a significant accomplishment, as required by the MSU DENVER HANDBOOK FOR PROFESSIONAL PERSONNEL. Successful candidates will meet standards in each of these domains. All portfolios must be submitted electronically via Digital Measures (DM).

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.

In addition, the College of Letters, Arts, and Sciences establishes general standards of performance for all faculty members within the College. Compliance with CLAS general standards is a prerequisite to a satisfactory performance rating. These are found on the official CLAS website below under "General Standards of Performance for Faculty":

https://msudenver.edu/las/policies/faculty/

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 follow the official course syllabus and program assessment materials are collected when requested. 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.

Student Ratings of Instruction (SRIs) for classes in which there are five or more students responding should show an overall median of 4.0 or higher for the current evaluation period. This will be deemed as meeting standards for numeric SRIs. If the overall median is below 4.0, the pattern of SRIs will be evaluated by reviewers in the context of factors known to negatively impact scores, such as course difficulty, method of instruction (online, hybrid, or traditional delivery), upper versus lower division, student motivation (required course versus elective, general studies versus major), student biases, etc. to determine if the pattern meets standards. When the overall numeric median is below 4.0, the faculty member must address factors that impact their SRIs and describe plans for improvement. This must be reported in the narrative or in annotations within the portfolio.

[Example and instructions for the calculation of an overall median:]

If a faculty member's SRI section median scores for the 'course as a whole' question were 5, 6, 4*, 5*, 6, 6, 1*, 2*, 2*, 3*, 5, 6, 5, 4, 4, 5, 4*, 2*, 5, 4, 3, 2, 3, 2 during the Year 3 evaluation period, any scores where there were fewer than five students responding would be removed. In the above example assume each score with an asterisk has fewer than 5 respondents. After those scores are removed, arrange the remaining scores from lowest to highest. The middle score is the overall median. In the event that a pair of middle numbers exists, as below, add them together and divide by 2 to find the overall median.

$$\downarrow \ \downarrow$$

$$2 \quad 2 \quad 3 \quad 3 \quad 4 \quad 4 \quad 4 \quad \mathbf{5} \quad \mathbf{5} \quad 5 \quad 5 \quad 5 \quad 6 \quad 6 \quad 6 \quad 6$$

$$5 \ + \ 5 \ = \ 10$$

$$10 \ \div \ 2 = \ 5$$

The overall median score for the above question is 5.

The faculty member will review and reflect upon written SRIs for the evaluation period and include a section briefly summarizing them in the narrative.

Faculty member serves as a designated departmental advisor and is present for five scheduled office hours each week.

Overall satisfactory results from the departmental teaching observations, as required below, where the progression of observations over time is a consideration. Teaching observations are not required for tenured faculty members.

<u>Departmental Teaching Observations</u>: The Department of Psychology considers Teaching Observations by tenured departmental faculty to be a valuable tool in the tenure process. As with Faculty Evaluation in general, we carry out Teaching Observations in order to make informed decisions pertaining to reappointment and tenure, and in order to provide constructive, accurate, and helpful feedback for purposes of improvement.

Probationary faculty members are required to have Teaching Observations by tenured departmental faculty, ideally within their own content area, during the first two years of their probationary period. There must be one observation during each of the first four regular semesters, and one Observation by the Department Chair during each of their first two years. Candidates may request additional Teaching Observations as desired. The written record of these Observations must go into Portfolio in the form of additional material(s). Probationary faculty members have the responsibility of inviting a tenured faculty member of their choice each semester for a Teaching Observation, and the Chair has the responsibility of ensuring that a Teaching Observation actually takes place. If Teaching Observations do not take place, then the candidate and Chair should make appropriate plans for future Teaching Observations and they should comment appropriately in their portfolio and review letter, respectively.

Departmental Teaching Observers will write a description of what they have observed along with qualitative evaluative commentary. Pre and post meetings should be carried out before the report is written, and the observation should be at least 50 minutes long. As part of the Third Year Review, the Department Chair, in consultation with the Departmental RTP committee, may require additional departmental Teaching Observations in years 3-5.

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, editor reviewed, or otherwise critically reviewed product. This product may be a journal article, book or book chapter, educational or scholarly video, receiving a

major competitive grant, or other product deemed by the Psychology Department RTP Committee to be an appropriate form of scholarly work, which is also approved by the Department Chair. The product may be published, in-press, or accepted for publication or distribution. In the case of a grant, the grantee must have received notification that the grant will be funded.

2. in addition to fulfilling criterion 1, the faculty member must have engaged in 2 activities which[1]:

   a. Allow the faculty member to share knowledge or expertise with members of the learned and professional communities; OR

   b. Demonstrate substantial progress towards publication, as indicated by a revise-and-resubmit letter from a peer-reviewed journal; OR

   c. Contribute to the continued education or professional development of the faculty member (including activities associated with achieving and/or maintaining licensure); OR

   d. 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, and College, or University or 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 University. 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 energy-intensive department, or college, or university-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

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

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, or college or university 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, or college, or university 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, or college or university 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, or college or university 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 using their disciplinary expertise or serving as a representative of the university. 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.

<u>**Evaluation of Faculty for the Post Tenure Review**</u>

For the purpose of decisions regarding Post Tenure Review, faculty will be evaluated across three domains: Teaching, scholarship, and service. Meeting these guidelines shall constitute a demonstration of a significant accomplishment. Successful candidates will meet standards in each of these domains. All portfolios must be submitted electronically via Digital Measures (DM).

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

In addition, the College of Letters, Arts, and Sciences establishes general standards of performance for all faculty members within the College. Compliance with CLAS general standards is a prerequisite to a satisfactory performance rating. These are found on the official CLAS website below under "General Standards of Performance for Faculty":

https://msudenver.edu/las/policies/faculty/

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 follow the official course syllabus and program assessment materials are collected when requested. 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.

Student Ratings of Instruction (SRIs) for classes in which there are five or more students responding should show an overall median of 4.0 or higher for the current evaluation period. This will be deemed as meeting standards for numeric SRIs. If the overall median is below 4.0, the pattern of SRIs will be evaluated by reviewers in the context of factors known to negatively impact scores, such as course difficulty, method of instruction (online, hybrid, or traditional delivery), upper versus lower division, student motivation (required course versus elective, general studies versus major), student biases, etc. to determine if the pattern meets standards. When the overall numeric median is below 4.0, the faculty member must address factors that impact their SRIs and describe plans for improvement. This must be reported in the narrative or in annotations within the portfolio.

[Example and instructions for the calculation of an overall median:]

If a faculty member's SRI section median scores for the 'course as a whole' question were 5, 6, 4*, 5*, 6, 6, 1*, 2*, 2*, 3*, 5, 6, 5, 4, 4, 5, 4*, 2*, 5, 4, 3, 2, 3, 2 during the Year 3 evaluation period, any scores where there were fewer than five students responding would be removed. In the above example assume each score with an asterisk has fewer than 5 respondents. After those scores are removed, arrange the remaining scores from lowest to highest. The middle score is the overall median. In the event that a pair of middle numbers exists, as below, add them together and divide by 2 to find the overall median.

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$$2 \quad 2 \quad 3 \quad 3 \quad 4 \quad 4 \quad 4 \quad \mathbf{5} \quad \mathbf{5} \quad 5 \quad 5 \quad 5 \quad 6 \quad 6 \quad 6 \quad 6$$

$$5 \ + \ 5 \ = \ 10$$

$$10 \ \div \ 2 = \ 5$$

The overall median score for the above question is 5.

The faculty member will review and reflect upon written SRIs for the evaluation period and include a section briefly summarizing them in the narrative.

Faculty member serves as a designated departmental advisor and is present for five scheduled office hours each week.

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 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, editor reviewed, or otherwise critically reviewed product. This product may be a journal article, book or book chapter, educational or scholarly video, receiving a major competitive grant, or other product deemed by the Psychology Department RTP Committee to be an appropriate form of scholarly work, which is also approved by the Department Chair. The product may be published, in-press, or accepted for publication or distribution. In the case of a grant, the grantee must have received notification that the grant will be funded; OR

2. Engaging in 2 scholarly activities which may include[2]:
   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 as defined above; 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 disciplinary 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, College, University or 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:

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

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, or college, or university-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, or college, or university-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, College, University, or 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, or college or university 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, or college, or university, 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, or college, or university 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, or college, or university level during the evaluation period;
- Chairing or Co-Chairing a short-term or low- or moderate-intensity ongoing committee;
- Utilizing one's disciplinary 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 that uses their disciplinary expertise. 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 Category II Faculty

Category II faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration between one and three years and are eligible for reappointment at the discretion of the Chair with final approval of the Dean. Decisions to reappoint are based upon the needs of the department or program and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement in Category II faculty members.

Portfolios shall be submitted electronically via Digital Measures (DM) and must comply with contents set forth in the Handbook, Section VI. In addition, one 'Other Document' must be included (e.g., syllabus, scholarly product), and up to three 'Other Documents' may be included in the Portfolio to support the evaluation requirements.

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 Category II 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.

In addition, the College of Letters, Arts, and Sciences establishes general standards of performance for all faculty members within the College. Compliance with CLAS general standards is a prerequisite to a satisfactory performance rating. These are found on the official CLAS website below under "General Standards of Performance for Faculty":

https://msudenver.edu/las/policies/faculty/

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.
Courses follow the official course syllabus (i.e., Regular Course Syllabus) and the Category II Faculty member adheres to university policies regarding ADA accommodations. Each course is kept current through review of instructional resources and the regular addition of new materials on an annual basis. The Narrative section of the Portfolio describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. Category II Faculty members use professional expertise along with course and/or program assessment results to improve courses. For any General Studies courses taught, the Category II Faculty member must design the course in accordance with the official course syllabus that meets Departmental and University expectations, including writing and student learning outcomes. Assessment of General Studies courses comply with Departmental and University requirements.

Student Ratings of Instruction (SRIs) for classes in which there are five or more students responding should show an overall median of 4.0 or higher for the current evaluation period. This will be deemed as meeting standards for numeric SRIs. If the overall median is below 4.0, the pattern of SRIs will be evaluated by reviewers in the context of factors known to negatively impact scores, such as course difficulty, method of instruction (online, hybrid, or traditional delivery), upper versus lower division, student motivation (required course versus elective, general studies versus major), student biases, etc. to determine if the pattern meets standards. When the overall numeric median is below 4.0, the faculty member must address factors that impact their SRIs and describe plans for improvement. This must be reported in the narrative or in annotations within the portfolio.

An annual Formative Peer Observation, conducted by the Department Chair or designee, address strong pedagogy to facilitate student learning.

Scholarship
Pertains to scholarly or creative activities that enhance teaching and/or further his/her discipline.

Evaluation is based on requirements outlined in the letter of agreement upon appointment.

Service
Pertains to contributions to the shared governance of the Department, School, College, or Professional community as well as contributions using disciplinary expertise to the community outside of the college.

Evaluation is based on requirements outlined in the letter of agreement upon appointment.

Promotion to Senior Lecturer

A Lecturer may apply for promotion to Senior Lecturer upon completion of a minimum of three full years of service as a Lecturer. Additionally, the faculty member must meet all requirements for Senior Lecturer as defined in the MSU DENVER HANDBOOK FOR PROFESSIONAL PERSONNEL including:

(a) Their credentials meet the criteria determined by the hiring Department as articulated in the Hiring Protocols, and

(b) They have a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of performance to MSU Denver.[1]

(i) Promotion is contingent upon a recommendation from the Department Chair, the Dean and the Provost;

(ii) If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.

Additionally, the Lecturer must substantiate the following criteria when applying:

- The Lecturer must have taught at least four different course preparations in the Department of Psychology (e.g. PSY 1001, PSY 2330, PSY 2410, and PSY 4510, etc.)
- The Lecturer must demonstrate having implemented significant pedagogical innovations, which establish progressive improvement over the most recent three-year period

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[1] NOTE: Category II faculty shall have their years of service since time of initial appointment – as long as it is continuous – count toward the six year and 18 month eligibility requirements.

Department of Psychology evaluation guidelines for Category III (Affiliate) Faculty

Category III faculty (referred to as Affiliate) are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Affiliate Faculty are hired to teach on a per-credit-hour basis for specific classes, as needed, usually on a semester-by-semester basis. Affiliate faculty are eligible for reappointment at the discretion of the Department Chair. Decisions to reappoint are based upon the needs of the Department or program and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Affiliate faculty members.

Evaluations are conducted in accordance with procedures set forth in the Handbook, Section VI and CLAS Guidelines.

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 Category III Faculty

Contractual Responsibilities: The faculty member must meet the contractual responsibilities defined in the MSU DENVER HANDBOOK FOR PROFESSIONAL PERSONNEL in addition to all Departmental guidelines for Affiliate Faculty, as a prerequisite to a satisfactory performance rating.

In addition, the College of Letters, Arts, and Sciences establishes general standards of performance for all faculty members within the College. Compliance with CLAS general standards is a prerequisite to a satisfactory performance rating. These are found on the official CLAS website below under "General Standards of Performance for Faculty":

https://msudenver.edu/las/policies/faculty/

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

Courses follow the official course syllabus (i.e., Regular Course Syllabus) and the Affiliate Faculty member adheres to university policies regarding ADA accommodations. Each course is kept current through review of instructional resources and the regular addition of new material on an annual basis. Courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student learning objectives/outcomes to facilitate student learning and assessment. An Affiliate Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any General Studies courses taught, the faculty member designs their course in accordance with the official course syllabus that meets Departmental and University expectations, including writing and student learning outcomes. Assessment of General Studies courses complies with Departmental and University requirements. SRIs (Student Ratings of Instruction) are comparable to averages for same level courses (lower or upper division) within the same prefix. If below this, the Affiliate Faculty is moving toward improving Student Ratings of Instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.

A Formative Peer Observation must occur within the first semester the Affiliate is appointed and at least once per year thereafter. The Formative Peer Observation is conducted by the Assistant Chair or another senior faculty member and pertains to various aspects related to discipline-specific as well as pedagogical knowledge, presentation, and classroom teaching skills.

No additional documents are required for evaluation unless requested by the Assistant Chair or Department Chair.

Department of Psychology Criteria for Emeritus Status

To be considered for emeritus status, the Department of Psychology adheres to the *Handbook for Professional Personnel* requirements of:

- Has completed ten years or more of full-time service at the University;
- Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not yet eligible for emeritus status;
- Must be nominated by the Department Chair or any faculty member in the Department of Psychology;
- The nomination should be substantiated in terms of length of service, excellence in teaching, and other contributions to the University;
- The nomination must be endorsed by a majority of the tenured members of the Department of Psychology.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*.