


Department: Psychological Sciences


Faculty Evaluation Guidelines

Effective August 1, 2023

Approvals:

Department Chair/Date X  Dr. Lisa Badanes 3/3/23

Dean/Date X  3/3/2023

Provost/Date X  Marie T. Mora, Ph.D. May 16, 2023



DEFINING FACULTY WORK: VALUES AND GUIDING PRINCIPLES

Faculty work comprises many intersecting roles, chief among them instructor, scholar, and engaged campus & community partner. These roles have been a foundational standard for decades in higher education. However, as faculty respond to the changing needs and expectations of students, colleagues, and others, the nature of these roles has changed and continues to develop.

The College of Letters, Arts and Sciences (CLAS) is a large academic unit that houses the foundation of human knowledge (arts, humanities, and sciences). Furthermore, we value the diversity within our programs and the contributions of each department. As such, it is essential that we establish guiding principles and values that align with and recognize the many ways faculty meet obligations and expectations tied to their roles.

The process for evaluation and review continues to be established, upheld, and governed by the [Faculty Employment Handbook](#). As stated in this handbook, and in accordance with AAUP Guidelines, departments establish discipline-specific standards for teaching; research, scholarship, creative work; and service. Those discipline-specific standards are the fundamental tools used for our peer review and evaluation process.

The guiding principles and values listed below are intended to provide an overarching and aspirational view for faculty work in CLAS. Departments should view their own standards through the lens of these shared values as they continue to develop and enhance their specific quantitative and qualitative disciplinary expectations for faculty work standards.

Teaching & Pedagogy

Faculty in the CLAS deeply value teaching as an essential and deeply valued act, encompassing a significant aspect of their professional identity. CLAS faculty provide the foundation of human knowledge through the arts, humanities, and sciences. Faculty engage students in the learning process through pedagogy that provides a fundamental disciplinary knowledge. Additionally, they often demonstrate connection points and applicability of concepts through an interdisciplinary lens and reframe concepts for contemporary audiences through equity-minded and inclusive practices.

As experts in their respective fields, faculty are evaluated on the effectiveness and impact of their teaching through quantitative and qualitative measures. While those measures are department- and discipline-specific, CLAS faculty strive to include, but are not limited to, several of the following goals and principles in their teaching:

- Well-designed courses that clearly align learning outcomes for the course, degree, program, and general studies category/course outcomes where appropriate;
- Conveying their disciplinary expertise in an engaged teaching style, bringing enthusiasm for knowledge and intellectual inquiry to the learning environment. This is a faculty member's most effective approach to attracting and retaining students to the discipline and institution;

- Clear linkages between content, relevance, application, and practice;
- Intentional alignment between assignments, activities, and experiences to the learning outcomes and purpose of the course;
- Use of proven and effective teaching practices ([High-Impact Practices](#) as one example) when appropriate and effective;
- Developing and enhancing students' ability to demonstrate intellectual competencies and essential skills within and across disciplinary boundaries;
- Broadening disciplinary foci to include diverse perspectives, historically minoritized voices, anti-racist practices, and/or addressing the absence of marginalized populations within historically homogenized primary sources and/or fields;
- Modernizing and enhancing pedagogy with a focus on inclusive and equity-centered practices; use of new and accessible technology; high-quality low- and no-cost options for student materials (OER as one example); and intentionally designed educational experiences as it pertains to course delivery and modality;
- Effective academic guidance and mentorship in the form of availability through regular, consistent office hours and additional connection opportunities (e.g. hallway conversations, before and after class, separate appointments, etc.). Students are then provided an opportunity not only to discuss topics specific to a class, but also major/career aspirations, course recommendations, and post-graduation pathways. This work complements the work of our institution's professional advisors, with each department and/or discipline making determinations on implementation.

The teaching narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review should move beyond the quantitative listing of courses taught, students enrolled, and SRI scores. These metrics, used broadly, can point to overarching themes and trends, but should not necessarily be used as the only indicator of effective teaching.

The narrative presents the opportunity for faculty to reflect on their teaching and report successes; highlight any modification or innovation in their classroom; describe the application of interdisciplinary approaches and connection points for students; or detail enhancements of current materials, experimentation with new approaches, and any tangible impacts the course might have had on the students, including aspects of DEI pedagogy and practice in these areas.

Research, Scholarship, & Creative Work

The creation, acquisition, and dissemination of new knowledge is a hallmark of higher education. CLAS faculty are actively involved in creating new knowledge within their fields, integrating existing knowledge to share with new audiences, and applying disciplinary knowledge and expertise to address contemporary problems. Within a college as large and diverse as CLAS, scholarly and disciplinary impact is vast and constantly developing. The products, venues, and vehicles for distribution of research, scholarship, and creative work vary widely across CLAS.

Despite these necessary distinctions, the overarching foci and scope of research, scholarship, and creative work (RSCW) in CLAS includes **one or more** of the following assumptions:

- Meaningful and recognized intellectual and/or artistic contributions to or across disciplines, typically involving a method of peer review and/or peer recognition through traditional publishing, invitations to prestigious venues, impactful disciplinary gatherings, or new and emerging modalities;
- Development, creation, or establishment of new trends or discoveries within or across disciplines (cross-, multi-, and interdisciplinary), recognized by peers and/or external

audiences for its impact, consequence, and potential to alter, enhance, support, or refute traditional or established assumptions within or across disciplines;

- Interconnectedness between RSCW and the content and/or practice of teaching. This includes, but is not limited to, using RSCW to inform course content, pedagogy, undergraduate research, and attract students to the discipline;
- Demonstrable impact of community-engaged scholarship that improves, enhances, or creates mutually beneficial outcomes for the public good (which may also intersect faculty work in their service category);
- Contributions that elevate the public and intellectual reputation of the institution, college, or department and aligns with the mission, vision, and principles of the institution, college, or department.

The RSCW narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for RSCW, not solely list activities. If we are to understand and value our colleagues work through peer review, it is important for the narrative to address the impact of work on a variety of audiences, including those outside MSU Denver; acknowledge academic work that may be forging new trends or ways of thought in our disciplines; recognize promising new mediums and modalities for the distribution of RSCW; and provide overarching reasons why the work is important and worthy of recognition.

Service

Service to the institution and profession is an essential facet of faculty work, it is expected of individuals in faculty roles, and much of service supports the academic institution's foundation of faculty governance. At its most basic level, it ensures that the governance and operational aspects of running an institution are in place and the academy continues to function and thrive. At a more meaningful level, service is how we give back to our students, our colleagues, and our disciplines. Furthermore, building networks, partnerships, and community is a foundational part of faculty work that takes time, care, and reciprocity. Building networks and partnerships through attending and organizing events as well as contributing to a network's communications helps actualize the university and college mission.

For service to be a consequential endeavor, the responsibilities should align with a faculty member's interests and passions whenever possible. It is important to acknowledge that service is not always visible, nor is it always tied to committees. When making service assignments, department chairs should assure that the work is equally distributed and truly valued in the evaluation process.

Service is recognized and evaluated as a **collection** of the following factors:

- **Time Commitment.** Estimate a proportion of time spent in conjunction with the service percentage expectation in a faculty member's workload. This can then be broken down into hours per week, weeks per semester, etc. Acknowledging that most academic work is cyclical, there will be weeks when time commitment for service is great, and weeks when it is far less.
- **Scope.** The nature of faculty governance and service lends itself to hierarchies among work that divides into groups: university, college, department/program; curriculum, policy, events; national, state, local; etc. Department guidelines should address scope of work when assessing service commitments and obligations.

- **Outcome & Impact.** Consider the product or outcome generated from the work and the impact on its intended recipients. Department guidelines should acknowledge impact through the lens of their disciplinary values, purpose, and common good.
- **Role.** Serving as a chair or leader of a committee, project, or engagement effort will typically increase the impact (and sometimes time commitment) of the service obligation for the faculty member. Defining roles on committees and in other service is an important element in establishing efficient, equitable, and meaningful service expectations.
- **Special Project or Task Force.** Serving on an ad-hoc group to solve long-standing or immediate issues beyond the typical role of a service commitment (committee, professional organization, community engagement group) typically increases the impact (and sometimes time commitment) of the service obligation.
- **Student Guidance and Mentorship (non-academic).** CLAS acknowledges that women, faculty of color, LGBTQIA+ faculty, and other historically minoritized faculty groups often find themselves with increased time commitments serving students that identify with them. This work often falls under the category of “Invisible Service.” Due to a need for service across the institution, a faculty member’s entire service component cannot be exclusively dedicated to this type of service. It is, however, an important part of faculty work and should be acknowledged in a manner that best suits the different departments and disciplines in CLAS.

The Service narrative portion of the Promotion, Retention, Tenure, and Post-Tenure review is an opportunity to provide context for faculty work, as well as how it aligns with a faculty member’s overall/future career trajectory and passions. If we are to understand and value our colleagues’ work through peer review, it is important for the narrative to address the complex and varied intersection of service commitments. This will be presented as a collection of service work that can be both quantified and qualified, culminating as an impactful and meaningful part of the faculty portfolio.

Psychological Sciences Departmental Guidelines

Effective Fall 2021

Department Mission Statement

The primary role and mission of the MSU Denver Department of Psychological Sciences is to provide a high quality, comprehensive program leading to Bachelor of Sciences or Bachelor of Arts degrees, respectively in Psychology and Human Development and Family Studies. 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 and Family Studies 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 university. Included are courses for the general studies program, senior experience courses 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 Department of Psychological Sciences sees as part of its role and mission the importance of reaching the varied populations served by MSU Denver. Thus, when possible and as student demand warrants, courses are provided online and during evening hours, on weekends, and during the summer term.

The department's role and mission also include 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 Faculty Employment Handbook. 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 Faculty Employment Handbook, as a prerequisite to a satisfactory performance rating. In addition, the College of Letters, Arts, and Sciences (CLAS) 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.

The MSU Denver Faculty Employment Handbook and CLAS General Standards of Performance are maintained by the University and College respectively and available online.

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.

↓↓

2 2 3 3 4 4 4 5 5 5 5 5 6 6 6 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.

Departmental Teaching Observations: The Department of Psychological Sciences 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 Department of Psychological Sciences 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 which¹:
 - 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 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

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

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.

Evaluation of Faculty for the Post Tenure Review

For the purpose of decisions regarding promotion to 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).

Contractual Responsibilities: the faculty member must meet the contractual responsibilities defined in the MSU Denver Faculty Employment Handbook, as a prerequisite to a satisfactory performance rating. In addition, the College of Letters, Arts, and Sciences (CLAS) 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.

The MSU Denver Faculty Employment Handbook and CLAS General Standards of Performance are maintained by the University and College respectively and available online.

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.

↓ ↓

2 2 3 3 4 4 4 **5 5** 5 5 5 6 6 6 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 Department of Psychological Sciences 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 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 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:

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 Psychological Sciences 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 Department Chair with final approval of the Dean. Decisions to reappoint are based upon the needs of the department or program and 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 Faculty Employment Handbook. 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 Faculty Employment Handbook, as a prerequisite to a satisfactory performance rating. In addition, the College of Letters, Arts, and Sciences (CLAS) 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.

The MSU Denver Faculty Employment Handbook and CLAS General Standards of Performance are maintained by the University and College respectively and available online.

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 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 Faculty Employment Handbook 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 Psychological Sciences (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

^[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 Psychological Sciences 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 Faculty Employment Handbook 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 Faculty Employment Handbook, as a prerequisite to a satisfactory performance rating. In addition, the College of Letters, Arts, and Sciences (CLAS) 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.

The MSU Denver Faculty Employment Handbook and CLAS General Standards of Performance are maintained by the University and College respectively and available online.

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 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 Psychological Sciences
Criteria for Emeritus Status**

To be considered for emeritus status, the Department of Psychological Sciences adheres to the Faculty Employment Handbook:

- 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 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 Psychological Sciences;
- 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 Psychological Sciences.

The benefits for an Emeritus Faculty member are outlined in the Faculty Employment Handbook.