Department of Psychology

College of Letters, Arts and Sciences, University of Colorado Colorado Springs

Criteria and Processes for Annual Merit Review for Instructional Faculty

Approved by Psychology faculty, 3/20/2022

Psychology Department
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Introduction

Consistent with University of Colorado Regent Law and Policy and UCCS campus and college policies, the performance of IRC faculty members in the UCCS Department of Psychology will be evaluated and rated annually (based on performance during each calendar year). This annual merit review process is completed for all instructional faculty members (≥0.5 FTE) in the department. Instructional faculty shall be evaluated annually on the merit of their performance in teaching and service (usually with a 95/5 workload distribution for teaching and service, respectively, unless otherwise specified in one's contract). As part of this review, the Psychology Department especially values evidence of attention to and embodiment of principles of diversity, equity, and inclusion (DEI) in all areas of evaluated performance. Although the annual review is based on the preceding calendar year, consideration may be given to longer-term achievements and contributions to account for ongoing activities that extend across multiple years (Regent Policy 11B). The overall summary of merit ratings in teaching and service serves as the annual performance evaluation which results in an overall rating of "outstanding", "exceeding expectations", "meeting expectations", "below expectations" or "fails to meet expectations". The performance evaluation is used to determine an individual performance rating which serves, at least in part, as the basis for merit pay adjustments. This document delineates the criteria and processes used by the UCCS Psychology Department to assess the merit of instructional faculty performance in teaching and service for the annual merit review.

As part of the annual review, instructional faculty members will document and report on their yearly activities by the deadline communicated by the LAS Dean's Office. As part of this yearly documentation, faculty members will also provide a current CV, a self-evaluation, and self-ratings of performance in the areas of teaching and service. The Psychology Department Chair (henceforth referred to as "the Chair") also rates each faculty member in teaching and service, and then submits those rating to the Dean of LAS, for further evaluation at the college level. The Chair will also meet with each faculty member to discuss the yearly evaluation as part of a collaborative process in support of faculty development.

We acknowledge that this evaluation process, co-created by the faculty member and the Chair, should include some reasonable flexibility to account for significant disruptions and/or major life transitions that impact a faculty member's contributions.

Process for resolving disputes about annual review ratings: Should a challenge or dispute arise about any aspect of the annual review process, the first step is for the faculty member to meet with / discuss their concerns with the Chair. If the dispute is not satisfactorily resolved after meeting with the Chair, the next step is for the faculty member to follow-up with the LAS Dean.

Any processes not directly addressed in this document will use the campus and university processes and guidelines as outlined in the appropriate UCCS policies, Regents Laws and policies, and CU Administrative Policy statements.

Criteria

Teaching. To be considered "Meeting Expectations" for teaching, instructional faculty are expected to provide a clear and comprehensive syllabus, adequately prepare for and teach scheduled courses, communicate with students clearly and provide feedback in a manner that is respectful, advise undergraduate and graduate students as appropriate, maintain regular office hours, write letters of recommendation for students as appropriate, and evaluate students in a timely manner. To be considered "Exceeding Expectations" or "Outstanding" for teaching, faculty will need to engage in additional activities listed below.

Service. To be considered "Meeting Expectations" for service, instructional faculty are expected to complete at least 1 service activity from group A or B (below). Further, at least one service activity (from A, B, or C) must be within the Psychology Department, regardless of other service activities. In addition, department members are expected to behave in a professional and collegial manner and are also expected to contribute to our departmental climate of civility, respect, and inclusion. A discussion with the Chair and/or mentors may be helpful in determining what constitutes reasonable service for any individual faculty member. To be considered "Exceeding Expectations" or "Outstanding" for service, faculty will need to engage in additional activities listed below. Service expectations for instructional faculty with contracts stipulating a different workload distribution than the typical 95/5 will be clarified with the Chair.

General Considerations

The department will consider the following guidelines when reviewing faculty members for the annual merit review process. Examples of evidence that may be submitted for evaluation are given in the Appendix.

In the assessment of teaching effectiveness and accomplishment, the department requires the use of multiple means of documenting teaching activities in and outside of the classroom. The department recognizes service and/or leadership to the Psychology Department, college, university, community, and to our profession. Our department especially values teaching and service activities that include aspects of DEI.

Examples of Appropriate Evidence to Submit for Annual Merit Evaluation

The lists below are examples of the types of evidence that the department finds acceptable for a faculty member to submit as support for meeting departmental criteria. Items are grouped (A, B and C) as a guide for faculty members to represent the relative value the department places on certain activities within the broader categories of teaching and service. Within the groupings, items are in no particular order. In general, IRC faculty members should seek to include more activities from groups A and B in their materials, although there is no specific combination of activities required (in other words, concentrating one's efforts on group C activities to the exclusion of any group A activities is discouraged). This is not an exhaustive list but intended to provide guidance; other types of evidence may be considered. In all cases, the faculty member is recommended to seek the advice of mentors and the Chair of the department when deciding on which activities to participate in and what evidence to submit in their annual reporting.

TEACHING

GROUP A ACTIVITIES AND DOCUMENTATION

- Delivery of teaching workshop on campus or at a conference
- Organizing or presenting workshops addressing best practices for inclusive teaching pedagogy
- Teaching award or other outstanding accomplishments in instruction
- Teaching contribution to other departments, programs, or institutions, in addition to UCCS Psychology Department (i.e., collaborating with other academic units on or beyond the campus to develop new programs, curricula, or pedagogical approaches)
- Providing or receiving peer evaluation(s) of teaching
- Documentation of inclusion of topics or teaching methods that take into consideration issues related to DEI
- Teaching outside of the classroom through supervision of students' thesis (honors and masters) or dissertation projects as the primary mentor
- Individual mentoring of students, especially from underrepresented groups
- Applying for and/or receiving teaching enhancement or teaching development grants
- Authorship of a textbook focused on teaching practice or pedagogy

GROUP B ACTIVITIES AND DOCUMENTATION

- Preparation of course materials (e.g., syllabi, lecture notes, instructional materials)
- Evidence of student learning or accomplishment
- Teaching improvement activities (e.g., seeking mentorship; demonstrating use of student or peer feedback to modify courses in positive ways)
- New course development, including development of courses in different modes, such as Online, Hybrid, Digital, Virtual, and/or Other Future Formats
- Teaching a writing intensive course
- Evidence of taking risks in teaching activities. This may include, but is not limited to, integration of materials in courses which deal with controversial or sensitive topics, using alternative classroom pedagogies.
- Evidence which demonstrates effectiveness of students in succeeding courses and/or in the pursuit of graduate education and/or in careers
- Student supervision in professional experience activities, internships, and/or independent studies and/or individualized research supervision (e.g., Undergraduate Research Academy, RAship)
- Participating in workshops/training focused on inclusive teaching practices
- Evaluating classroom processes or student learning through ongoing assessment activities (e.g., use of mid-term student feedback)
- Student evaluations (FCQs; may not be more than 25% of portfolio)
- Recognition for meeting established criteria for course excellence (e.g., quality matters, accessibility)
- Developing open educational resources (OER)
- Publishing a peer-reviewed book chapter on teaching pedagogy
- Engaging in public scholarship, including, but not limited to, hits and positive commentary on social media, blogs and instructional videos on YouTube; invitations to participate in

documentaries, podcasts, newspaper and radio interviews and other media formats where we teach through scholarship

- Providing effective role modeling and mentoring based on a teaching experience at any educational level (e.g., new faculty, graduate students). For example, providing peer teaching support, working with teaching assistants, opening up one's classroom for observation of teaching techniques, providing pedagogical materials such as syllabi and activities to peers, providing evidence of effectiveness based on student assessments of mentoring/advising, etc.
- Teaching outside of the classroom through supervision of students' thesis (honors and masters) or dissertation projects as a committee member
- Innovative use of teaching technologies
- Demonstrated updates to course materials and/or development of new courses based on disciplinary developments
- Facilitating student participation in conferences and presenting their work in professional settings

GROUP C ACTIVITIES AND DOCUMENTATION

- Incorporating open educational resources (OER) into a course
- Participation in teaching workshops or conferences
- Student advising activities
- Guest lecturing in a class in the department
- Guest lecturing in a class outside the department
- Teaching activities in a community setting to lay audiences including schools
- Unsolicited letters from current and former students documenting the impact of teaching and mentoring
- Student evaluations of mentoring
- Evaluation of student performance in departmental examinations and assessments

SERVICE/LEADERSHIP

GROUP A ACTIVITIES

- Administrative leadership (e.g., program director (UG, DCT, ADCT, MA, Honors) or center director)
- Serving as a committee member for any departmental committee (e.g., undergraduate committee, diversity committee)
- Serving as faculty sponsor for Psi Chi honorary society
- Editorial activities for professional journals (e.g., editor, guest editor of special edition, associate editor)
- Participation in faculty governance
- Participation in professional activities (e.g., officer, committee member, organizing conferences or workshops, site visits, in-service training)
- Service award or other outstanding accomplishments in service
- Mentoring of peer and colleagues
- Contribution to diversity, such as involvement in DEI departmental, college, or campus committees or Task Forces
- Providing statistical and/or methodological consulting for students and faculty

GROUP B ACTIVITIES

- Willingness to meet departmental needs for faculty effort (i.e., classes, committees, other service) as they arise
- Reviewing manuscripts for journals, research proposals, books, or book chapters
- Review of promotion cases from the department, other departments on campus, and from other institutions
- Chairing a clinical comprehensive exam committee

GROUP C ACTIVITIES

- Serving as a Board member on local, state, regional, or national organization
- Providing role modeling and mentoring at any educational level relating to service or leadership activities
- Writing letters of recommendation or support for colleagues
- Nominating students or colleagues for Fellowships, Awards, etc.
- Writing a popular press article
- Providing a media interview
- Attend commencement and/or other major campus events
- Pro-bono consultation
- Serving on a clinical comprehensive exam committee
- Establishing community partnerships (e.g., internship for students)

Note. Departmental, college, campus, or university committee work and service to the profession/discipline (local, state, national, international level) may be regarded as Group A, B, or C depending on the role and level of involvement.