

Department of Psychology

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

**Criteria and Processes for Annual Merit
Review for Tenure-Track Faculty**

Approved by Psychology faculty, 12/1/2021

Psychology Department Criteria and Processes for Annual Merit Review for Tenure-Track Faculty

Introduction

Consistent with University of Colorado Regent Law and Policy and UCCS campus and college policies, the performance of 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 regular faculty members (≥ 0.5 FTE) in the department (Regent Law 5). Faculty shall be evaluated annually on the merit of their performance in teaching, research, and service. 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 three 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, research, 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 faculty performance in teaching, research, and service for the annual merit review.

As part of the annual review, 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, research, and service. The Psychology Department Chair (henceforth referred to as “the Chair”) also rates each faculty member in teaching, research, 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 / 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, 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.

Research. To be considered “Meeting Expectations” for research, faculty are expected to maintain an active program of research and to make steady progress in generating publications and other means for dissemination of ongoing scholarly work. To be considered “Exceeding Expectations” or “Outstanding” for research, faculty will need to engage in additional activities listed below.

Service. To be considered “Meeting Expectations” for service, substantive service to the department as appropriate by position and years in rank is required, 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 “substantive service” for any individual faculty member. In general, more senior faculty are expected to provide greater levels of service and leadership in the department. At a minimum, all faculty are expected to participate in departmental meetings and job search activities. To be considered “Exceeding Expectations” or “Outstanding” for service, faculty will need to engage in additional activities listed below.

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.

The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, and applied research. We recognize scholarly study of teaching and learning issues in our field as a form of research. The department recognizes both classroom teaching and individualized teaching activities, for example individualized research training. In the assessment of research and scholarly work, the department places greater weight on items which have undergone some form of peer review, especially refereed journal articles, and scholarly books (from high-quality publishers) than those that have not. Non-peer reviewed work (for instance, reports or articles in the popular press) will also be considered as part of the faculty member’s record but will be weighted less than peer reviewed work. Our department encourages collaborative research. Further, co-authored papers will be considered as equivalent to first-authored papers if the first author is a student mentee. 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 research, 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, research and service. Within the groupings, items are in no particular order. In general, 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

- Publishing a peer-reviewed article on teaching pedagogy
- Authorship of textbook on teaching pedagogy (**may also be considered as research**)
- 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., working with other academic units on or beyond the campus to develop new programs, curricula, or pedagogical approaches)
- Providing or receiving peer evaluation 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
- Publishing an undergraduate or graduate-level textbook

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
- Uncompensated service on dissertation, honors, or thesis committees at UCCS or another institution
- Use of mentoring philosophy statement and/or mentor-mentee agreement with mentees
- Use of laboratory manual for lab team

- Supervision of students in professional experience activities (e.g., bringing students to conferences, teaching them peer review skills, at both the undergraduate and graduate levels).

RESEARCH

GROUP A ACTIVITIES AND DOCUMENTATION

- Peer-reviewed journal articles
- Invited journal article in a journal issue
- Peer-reviewed book chapters in scholarly books
- Research award or other outstanding accomplishments in research
- Authored or co-authored scholarly book (including a revision of a book)
- Edited or co-edited scholarly book or volume (including a revision of a book)
- External grant proposals submitted as PI, co-PI, investigator, or co-investigator
- External grant proposals funded as PI, co-PI, investigator, or co-investigator

GROUP B ACTIVITIES AND DOCUMENTATION

- Papers presented at professional conferences or workshops
- Posters presented at professional conferences or workshops
- Invited commentary
- Non-refereed book chapters, technical reports, monographs
- Recognition by other scholars of research and publications
- Participation in research/scholarship development workshops (e.g., statistical workshop, pre-conference workshop in one's specialty area)
- Providing role modeling and mentoring of research at any educational level
- Objective evidence of cultural and societal impact of research
- Contribution to DEI scholarship, e.g., conducting research in underrepresented communities—prisons, scholarship on women, where English is not first language, on reservations, and engaging in typically under-represented forms of scholarship
- Internal grant proposal funded (campus level proposal)

GROUP C ACTIVITIES AND DOCUMENTATION

- Participation in career development activity (e.g., workshops, conference, summer schools, seeking and using a research mentor)
- Encyclopedia entries
- Book reviews
- Commentaries
- Expert and technical consultation on research projects
- Participation in grant-funding training workshops
- Unsponsored research activities such as data collection activities, development of measures
- Psychological public commentary: blogs, op-eds, newsletters, and popular press publications, documentaries

Note. For publications, author position should be considered. First and senior author papers are weighted more heavily. Invited commentaries are also highly valued. Regarding presentations, presentations that are invited and/or peer-reviewed are considered to be more prestigious than non-peer reviewed. The scope (local, regional, national, etc.) should also be considered.

SERVICE/LEADERSHIP

GROUP A ACTIVITIES

- Administrative leadership (e.g., program director (UG, DCT, ADCT, MA, Honors), department chair, center director)
- 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 tenure/promotion cases from the department, other departments on campus, and from other institutions
- Chairing a clinical comprehensive exam committee

GROUP C ACTIVITIES

- 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.