

Standards for Performance Evaluation, Department of Psychology, Missouri State University – 10/17/07

Teaching

- 1) Gross neglect of teaching responsibilities evident; missing classes; substantiated issues of misuse of power in the classroom; teaching evaluations that are significantly below departmental means; evidence of unprofessional or unethical behavior in classroom; evidence of substantially little effort dedicated to teaching (e.g. missing classes without notice or good reason, poor preparation or complete lack of course materials, use of clearly outdated material).
- 2) Some neglect of teaching responsibilities evident; missing classes; some issues of misuse of power in the classroom; teaching evaluations that are substantially below departmental means; evidence of unprofessional or unethical behavior in classroom; evidence of less effort dedicated to teaching (e.g. missing classes without notice or good reason, some lack of preparation or lack of course materials, some use of outdated material).
- 3) Adequately meets teaching responsibilities; Current in preparation; adequate teaching evaluations; evidence of meeting normative instructional standards in department; engages in professional development activities.
- 4) Some teaching activities exceed what is expected of average faculty member; receives quality evaluations; engages in substantial professional development activities; engages in other activities related to teaching (e.g., course or program development; some supervision of graduate and undergraduate research and some directed readings courses).
- 5) Teaching activities exceed what is expected of average faculty member; receives quality evaluations; substantial time committed to professional development activities; engages in multiple substantial activities related to teaching (e.g., course or program development; program coordination; course overload; supervision of graduate and undergraduate research and directed readings courses; helping students present research at conferences/forum; etc).

Service:

- 1) Does not partake in service activities nor requests or volunteers for service opportunities
- 2) Partakes in minimal service activities, volunteers for some service opportunities although less than the average faculty member would be expected to do.
- 3) Partakes in 'fair share' of service obligations in the department typical of what might be construed as an average service load; evidence of attendance at and contributions to committees to which the faculty member belongs.
- 4) Service activities (or activity) have positive impact on the department, college, university or community. Service activities require commitment of time and effort that exceeds expectations of a 'typical' faculty member.
- 5) Service activities (or activity) have significant positive impact on department, college, university or community. Service activities require commitment of time and effort that greatly exceeds expectations of a 'typical' faculty member.

Research

- 1) Does not participate in a program of research aimed at producing research products.
- 2) At least one indicator from category 'b' or 'c' of the Psychology Department evaluation document quality indicators
- 3) Leadership in a program of research with at least two indicators from category 'b' or 'c' of the Psychology Department evaluation document during the academic year. Research activities are indicative of adequate progress toward tenure and/or promotion given the criteria for tenure and promotion in the Psychology Department evaluation document.
- 4) Leadership in a program of research with at least one total quality indicator from the Psychology Department evaluation document indicators in the academic year (e.g., 2 category 'b' indicators, 3 category 'c' indicators). These must be finished products (e.g., papers/grants/tech reports submitted, conference papers accepted, etc).
- 5) Leadership in a program of research with productivity significantly exceeding adequate progress toward tenure or promotion based on quality indicators (i.e. must have at least one Category 'a' indicator as well as additional quality indicators) during the academic year.