

**Keene State College, Department of Psychology**  
**Department Promotion & Evaluation Committee (DPEC)**  
**Criteria & Standards of Review**

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The Psychology DPEC follows the guidelines set forth in the KSCEA Collective Bargaining Agreement and its associated Faculty Handbook. As indicated in these documents, evaluations are based on effectiveness in teaching, scholarship, and service. The DPEC respects and appreciates differences in faculty members' strengths, talents, and philosophies and is mindful of such diversity in its consideration of faculty contributions in the three evaluative domains.

**SECTION 1: Requirements**

1. **Committee Member Requirements:** DPECs will be comprised of at least four tenured Psychology faculty, one of whom will serve as Chair. The candidate has the option to add a fifth member from outside the department. DPEC members are recruited by the department and by request of the individual being evaluated.
2. **Procedure/Process:** At the end of spring semester, the faculty member being evaluated will submit an evaluation file in accordance with departmental and college expectations. The DPEC will prepare a letter evaluating the faculty member's strengths and areas for improvement in the three evaluative domains. The letter and DPEC materials will be distributed to the department. The department will hold a vote as to whether the letter should be approved. Based on the vote the DPEC will decide to sign the letter or revise the letter. After it is signed, the DPEC chair will deliver the letter and the evaluation file to the appropriate office (i.e. Dean for annual/biennial evaluation; Provost for promotion/tenure).
3. **\*Contents Required for Evaluation File:**
  1. Self-Evaluation Report(s)
  2. An updated c.v.
  3. Syllabi, assignments and exams
  4. Class observation letters
  5. Student evaluations
  6. Narrative summary of student evaluations
  7. Other materials supportive of the faculty member's teaching, scholarship, and service. Documentation of service may include letters from colleague or community organizations describing service contributions; documents produced as part of the service activities; descriptions of service activities and results.

**\*If the faculty member is also a candidate for promotion or tenure, the file should also contain:**

1. All DPEC letters for the review period
2. All Dean's letters for the review period
3. Narrative summaries of Teaching, Scholarship, and Service

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**SECTION 2: Definitions & Criteria of Evaluative Domains**

1. **Teaching Effectiveness:** The Psychology Department expects its faculty to be effective teachers and recognizes that their teaching methods and philosophies may vary. The DPEC recognizes that teaching innovations come with the risk that the new approach or strategy may not work as well as planned. What is important to the DPEC is that the faculty member reflects upon why complete success was not attained, learn from the experience, and adjust accordingly. In order to facilitate student learning, the Department expects faculty to:
  - Develop or possess a command of the subject matter taught
  - Regularly assess student learning and provide timely and useful performance feedback
  - Develop new ways to improve student engagement and learning
  - Keep current with regard to pedagogical practices, technology, and course content
  - Provide academic support and career guidance to students
  - Demonstrate continued development as an educator
- a. **Documentation of teaching effectiveness may include:**
  - Samples of course syllabi , exams, handouts, assignments, projects, demonstrations, grading criteria/rubrics
  - Student evaluations and narrative reflection on them
  - Samples of evaluated student work
  - Classroom observation reports; peer evaluations
  - Evidence of attending/participating in teaching workshops and conferences
  - Collaborative teaching
  - New course development
  - Development and use of experiential learning opportunities, high-impact practices
  - Demonstration of ways in which course/program outcomes are addressed
  - Student advising
  - Mentoring independent Studies, Practica and student research
  - Mentoring Psychology Honors Research and Graduate Research
  - Supervising students attending academic meetings and conferences

**For tenure and promotion to Associate Professor, the Psychology Department would typically expect:**

- Documentation of teaching effectiveness as indicated above
- Demonstration of changes and refinement in courses and pedagogy as a result of careful reflection and analysis.

**For promotion to Full Professor, the Psychology Department would typically expect:**

- Evidence of teaching effectiveness and course/pedagogical refinement as described above
- Evidence of continued growth as an educator (e.g. new course development, course revisions, use of new pedagogical or assessment methods, etc.)

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2. **Scholarship and Professional Activity:** The Psychology Department expects each faculty member to be engaged in an ongoing program of scholarly and professional activity appropriate to his/her professional training and interests. The Department recognizes that the nature of such activities may change over time as a faculty member encounters new opportunities and develops new interests. Documentation of Scholarship and Professional Activity may include the following:
- a. **Professional Writing & Research:**
    - Publication of a peer reviewed journal article, book chapter, or book
    - Research manuscripts in progress
    - Peer-reviewed grant writing
    - Collaborative work with colleagues and students (writing or research)
    - Active research /lab work (e.g. data collection or analysis)
    - Community research and consultation
    - Internal grant reviewer
  - b. **Professional Presentations/Activity:**
    - Receiving a grant, award or honors
    - Presentations at scholarly and professional meetings
    - Participation in workshops, institutes, conferences, roundtable or panel participant
    - Serving as an editor or reviewer for a professional journal or book/book chapter
    - Reviewer of paper or panel proposals for conferences
    - Reviewer of teaching-related books and ancillaries
    - Participation/leadership in professional associations
    - Conference or session organizer
  - c. **Clinical Work**
    - Professional clinical licensure
    - Evidence of active participation as a professional psychologist
    - Providing consulting services in a professional capacity
    - Professional supervision of students

**For tenure and promotion to Associate Professor, the Psychology Department would typically expect:**

- Evidence of active engagement in scholarly and professional activity (such as dissemination of scholarly work at conferences, manuscripts in progress or accepted for publication, publications, or other evidence as described above).

**For promotion to Professor, the Psychology Department would typically expect:**

- Evidence of continuing engagement and achievement in scholarly and professional activity (described above)
- Evidence of scholarly growth (such as development of new projects or expansion/advancement of ongoing projects)

3. **Service:** The Psychology Department values service and expects its faculty to participate at the departmental, school and college level, and within the community as appropriate. During the first year of appointment, departmental service is the sole expectation in order to permit the faculty member to focus on establishing his/her teaching and scholarship. Service contributions beyond the departmental level are expected from the

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second year forward. The department expects faculty to demonstrate increased engagement and leadership in service activities during the continuance of their tenure at the College.

**a. Department-level service includes:**

- Attending department meetings
- Preparing departmental reports (e.g. assessment reports, curriculum proposals, advisory opinions)
- Conducting learning outcomes assessment
- Participating in/coordinating departmental committees (e.g. search committees, program review committees, assessment committees, etc.)
- Representing the department at campus and community events
- Representing the department on various committees
- Developing or revising departmental curricula
- Advising student groups and organizations
- Organizing/participating in group advising sessions Guest lecturing or otherwise assisting colleagues
- Maintaining general use laboratories; acquiring and maintaining materials and equipment
- Serving as Department Chair
- Developing new practicum/internship or other opportunities for students
- Other departmental activities

**b. School- and college-level service includes:**

- Serving on school or college-level committees
- Serving on the Senate
- Inviting/hosting guest speakers
- Organizing a symposium
- Representing the College at off-campus events and in the Community
- Serving on accreditation teams
- Pursuit, acquisition, and/or administration of grants for department
- Development of college-wide curricula (e.g. ISP, College Honors)
- Advising student groups outside of Psychology
- Other service activities

**c. Leadership positions include:**

- a. Serving as department chair
- b. Leadership roles on school or college committees, accreditation teams, campus -wide search committees
- c. Leadership roles in KSCEA
- d. Other leadership roles as needed to conduct department , school or college business

**d. Community service includes:**

- a. Professionally assisting local agencies or organizations
- b. Supervising student work in local agencies, organizations
- c. Psychology outreach activities

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d. Serving on local psychology-related committees

**For tenure and promotion to Associate Professor, the Psychology Department typically expects:**

- Evidence of regular departmental service, as described above
- From the second year of appointment forward, evidence of service contributions at the school and /or college level, as described above

**For promotion to Professor, the Psychology Department would typically expect:**

- Evidence of continuing regular service to the department, as described above
- Evidence of substantive service contributions at the school and /or college levels , as described above