

## TEACHING & ADVISING

For purposes of Tenure and/or Promotion, the Department of Psychology recognizes achievement in **Teaching and Advising** in the following ways. The following list of examples is representative and is not intended to be a complete or exhaustive list of possibilities:

- command of disciplinary knowledge and methodology;
- classroom performance as demonstrated by student evaluations and peer observations;
- advising load and quality of academic advising;
- contributions to curricular development through the creation of new courses, minors, majors, certificate programs, or graduate programs;
- development and delivery of off-campus programs and of distance education courses (e-courses);
- redevelopment of existing courses;
- development of teaching materials for use by other instructors and/or in settings beyond the classroom;
- thesis and/or dissertation direction; service on thesis and/or dissertation committees;
- teaching Independent Study courses;
- serving as a guest lecturer or invited speaker in classes taught by other faculty members;
- writing-across-the-curriculum (WAC) certification;
- notable professional recognition as a teacher and/or advisor, including college, university, state, or national teaching or advising awards.

The Department of Psychology accepts the Greenbook guideline that - teaching is subject to evaluations by students and peers and that peers - may visit a class or classes, or examine and evaluate course materials such as syllabi, textbooks, and examinations. Consequently, it is incumbent upon candidates for Tenure and/or Promotion to provide comprehensive and representative evidence of the candidate's responsibilities and achievements. Specifically, the Department of Psychology candidates for Tenure and/or Promotion must provide:

- Copies of the computer-generated overall summaries of student evaluations for each semester of the appropriate period.
- The candidate's summaries of the student evaluations for each semester. In the summaries, the candidate should note any trends, changes, issues, and strengths and weaknesses with regard to the student evaluations.
- Peer evaluation letters from professional colleagues that may describe visits to the candidate's classes and/or the colleagues' evaluations of the candidate's teaching via assessment of teaching materials, accomplishments, student evaluations (if agreed to by the candidate), or other means. The professional colleagues may be from the candidate's department or a related discipline or field. An application for Tenure must include a minimum of two visit letters per year by at least two different colleagues. An application for Promotion must include a minimum of three visit letters within the relevant period.
- Sample syllabi for undergraduate and/or graduate courses as appropriate.
- Documentation of related activities such as teaching and/or advising awards or honors, professional recognition for teaching; the design and development of new courses or degree programs; thesis or dissertation direction; thesis or dissertation committee membership; advising of undergraduate and or/graduate students; or teaching development workshops.

The following items are **Optional** for this area: (a) The candidate's Statement of Teaching and/or Advising Philosophy and (b) visual recording(s) of the candidate's classroom teaching.

## **Peer Evaluation of Classroom Teaching**

Peer evaluation of teaching is intended to be not just an evaluative process but also a valuable opportunity to receive constructive feedback to improve teaching effectiveness. All Assistant and Associate professors will be evaluated a minimum of twice a year before Tenure and a minimum of once a year after Tenure. All peer evaluations are to be submitted in faculty applications for Tenure, Promotion, and in the 3<sup>rd</sup> year review of non-Tenured faculty. The peer evaluation process should be initiated by the faculty at the beginning of the semester. The Chair of the Department Promotion & Tenure committee will help faculty in facilitating peer evaluations. Peer evaluations may be conducted by professional colleagues in the faculty's Department or from a related discipline or field. Professional colleagues in the faculty's Department are not required to be a member of the Department Promotion & Tenure committee to be eligible to conduct a peer evaluation.

### **Process:**

#### **I. Pre-Classroom Observation Preparatory Meeting**

The Peer Evaluator and faculty member will meet prior to the scheduled classroom observation in order to:

- Review course syllabus for course objectives, student learning outcomes, and assessment methods.
- Review the texts, reading materials, and student resources selected for the course
- Discuss the types of student learners in the class.
- Discuss methods of instruction selected for the class and class format.
- Discuss the types of assignments students are required to complete during the course.
- Discuss the scholarship that is incorporated into the course.
- Discuss how performance feedback is provided to students.
- Discuss areas of focus for the classroom observation
- Discuss other aspects of the course, as requested by the faculty member being evaluated.
- Review the peer evaluation rating form that will be used during the classroom observation

#### **II. Classroom Observation**

The Peer Evaluator will conduct a classroom observation at a date and time mutually agreed upon with the faculty member. During the classroom observation, the Peer Evaluator will observe and evaluate a variety of dimensions of classroom instruction including:

- Use of classroom instructional time
- Level of preparation and organization displayed
- Command of course material
- Incorporation of scholarship into the presentation of course material
- Ability to present course material in a clear, well-paced, and engaging manner
- Encouragement of student questions and contributions to class discussion
- Ability to answer questions effectively
- Monitoring and management of student behavior in the classroom
- Creation of a classroom environment conducive to student learning

Following the classroom observation, the Peer Evaluator will complete the peer evaluation rating form and use his/her evaluative ratings to write a narrative letter that accurately reflects and summarizes his/her observations. The Peer Evaluator will sign and date his/her narrative letter and then schedule a post-classroom observation meeting at a date and time mutually agreed upon with the faculty member.

#### **III. Post-Classroom Observation Meeting**

The Peer Evaluator and faculty member will meet following the classroom observation to discuss the Evaluator's observations and narrative letter. Following the discussion, the Peer Evaluator will retain a copy of the signed narrative letter for his/her records. The faculty member will place a copy of the signed narrative letter in his/her Tenure, Promotion, or 3<sup>rd</sup> year review portfolio.

## Peer Teaching Evaluation Form

Instructor:

Class:

Observer:

Date:

Number of Students in Classroom:

	<b>Exemplary</b>	<b>Professional</b>	<b>Improvement Required</b>	<b>Unacceptable</b>
The syllabus is complete (i.e. includes grading criteria, course objectives, student learning outcomes, forms of assessment, instructor contact information, due dates)	4	3	2	1
Tests, assignments, and assessments are appropriate for the course level and content	4	3	2	1
Tests, assignments, and assessments are appropriate for the course objectives and student learning objectives	4	3	2	1
Course assignments and assessments require students to do an appropriate amount and quality of work	4	3	2	1
Course content reflects the current state of the field within this area of Psychology	4	3	2	1
Tests and assignments help promote student learning	4	3	2	1
Appropriate scholarship is incorporated into the class	4	3	2	1
Classroom content, activities, and discussion achieve the course objectives	4	3	2	1
Classroom content, activities, and discussion promote student learning	4	3	2	1
Instructor presents the course content in a way that promotes student engagement with the material	4	3	2	1
Instructor answers student questions effectively	4	3	2	1
Instructor has developed a classroom climate that promotes student learning	4	3	2	1

## RESEARCH & SCHOLARLY

### Assumptions

- Generally, each promotion occurs after approximately 6 years, or until the requirements are met in Teaching, Scholarship, and Service; however, relevant Greenbook policies, college-approved policy or appointment addenda, and letters of appointment take precedence.
- Generally, tenure will be decided in the 6<sup>th</sup> year unless otherwise determined at the time of hiring; however, relevant Greenbook policies, college-approved policy or appointment addenda, and letters of appointment take precedence.
- Doctoral faculty status is expected for Psychology faculty who chair dissertations or doctoral research projects.
- It should be noted that if a candidate deems a particular work as fitting one of the categories and it is not in strict adherence to the criteria for the category, the candidate may submit it into whatever category she/he deems appropriate, with written justifications. The Department Promotion and Tenure Committee has final say over the extent to which items fall into different categories. Thus, it is important for candidates to get feedback from the Committee as to their work's judged status, and the Department Promotion and Tenure Committee should work with pre-tenured faculty during all appointment years to help them make these evaluations.

### Evaluation of Scholarly Activity

Scholarly work is categorized into three levels of quality. Copies of all works are required for evaluation. Reviewers will use subjective judgments to decide whether the quality of the work deserves the rating category to which it is submitted. It should be noted that the P&T committee will be the final arbiter as to where a particular work fits in terms of categories and evaluations during their deliberation. The department chair will use his or her own standards in these determinations. The applicant should therefore supply a written statement concerning their contribution to the work plus its justification for category placement. The burden of proof lies with the applicant, who should get feedback from the committee during the matriculation process. The following represent categories used to judge the relative merits of scholarly activity:

“Scholarly work” represents original intellectual work that is presented in a public forum for peer review and scrutiny. In general, “scholarly work” embodies the kind of research that can result in publication. The American Psychological Association describes the scientific journal as “the repository of the accumulated knowledge of a field” (Publication Manual, p. 9), and thus, in general, works that build toward (e.g., conference presentations) or build upon (e.g., books) journal articles typically constitute scholarly work. Other types of achievements may also fall into this category, but it is the candidate’s responsibility to make the case that any non-typical activity should count in this category.

Faculty in the Department of Psychology often serve on graduate committees and supervise graduate researchers in their labs. Because the Psy.D program follows a scholar-practitioner model, the APA’s guidelines for the ethical conduct and publication of research should guide the faculty candidate’s practice of research and shall be one basis upon which the Promotion and Tenure Committee decides the merit of scholarship. These guidelines can be found on pp. 11-16 of the 6<sup>th</sup> edition of the Publication Manual of the APA, which are themselves based upon the Ethics Code of the APA (2002). Standard 8, which governs Research and Publication, can be found online at <http://www.apa.org/ethics/code/>.

The following items must be included for the area of **Scholarly and/or Creative Achievements**:

- Copies of all published works and/or letters of acceptance for the relevant period, together with external information about the books, journals, or other venues in which the candidate’s work appears and/or about the companies publishing the candidate’s work. Published work must meet the criteria below in order to be considered. Other evidence that speaks to the quality or significance of the candidate’s work, such as external reviews and citations of or reference to the candidate’s work by professionals in the field may be included. Only

items published or accepted for publication should be included in this category; items submitted for publication, under review at journals or presses, or in the process of being completed are - Works in Progress and must be designated as such.

- Copies of acceptance letters and/or conference programs for the relevant period for presentations at conferences, together with information on the importance and professional standing of the conference within the candidate's field(s) of expertise.
- For Grants and Contracts, funded and unfunded proposals should be listed separately and be so indicated. The following information should be included for each grant or contract: (a) name of principal investigator and all co-investigators; (b) title page of grant proposal; (c) name of the funding agency; (d) the amount of funding proposed or awarded; and (e) the time period of the grant or contract.

Candidates for Promotion and/or Tenure must provide evidence of Scholarly and/or Creative Activities. That record must include evidence of publication. For a candidate seeking Tenure, the Portfolio must include all materials developed since the candidate's employment. For a candidate seeking Promotion, the Portfolio must include only those materials that represent the candidate's achievements in the current rank.

***Candidates in the Department of Psychology who claim Exemplary performance in Scholarly Activities*** must provide evidence of (1) at least two achievements from Publication Category One, and (2) at least five achievements from Presentation Category One. Any Category One publication supersedes any Category One presentation in this category, but presentations do not supersede publications for exemplary status.

***Candidates in the Department of Psychology who claim Professional performance in Scholarly Activities*** must provide evidence of (1) at least one achievement from Publication Category One, or two achievements from Publication Category Two; and (2) at least five achievements from Presentation Category Two. Any Level One Publication or Presentation supersedes any Level Two Publication or Presentation for Professional Status, and again, presentations do not supersede publications.

Category Three activities favorably demonstrate a candidate's pre-tenure progress but do not, in and of themselves, provide the basis for tenure or promotion.

The Department of Psychology recognizes that operationally defining "Exemplary" and "Professional" scholarship in terms of numbers of achievements may inadvertently emphasize quantity of scholarship over quality, but the Department expressly values quality over quantity. Quality typically means dedicated scholarship brought to completion (e.g., data collected, presented, and ultimately published), but the Department recognizes that the candidate has only limited control over that process. Candidates in the Department of Psychology must pursue scholarship in ways that align with the American Psychological Association's guidelines and goals for scholarship. To highlight the quality of their body of work, candidates are encouraged to provide evidence of peer review on scholarly submissions, citation information, journal impact factor and/or acceptance/rejection rate information, where such information is available.

It is the candidate's responsibility to provide information or evidence to demonstrate that the foregoing evaluative criteria have been met.

In Psychology, applied research is also considered within the categories of Publications and Presentations. The candidate must provide information on what constitutes applied research in the discipline and how the candidate's applied research meets those criteria. If necessary, the candidate should clearly indicate how the applied research differs from similar activities defined within the category of Service to the Community and thus why/how these activities should be considered as research and not service.

Reassigned time for administrative duties, research, and/or research grants may affect a candidate's achievements in scholarship. Information on reassigned time and/or research grants must be provided.

## **Publications**

Candidates must provide documentation that items in Category One or Category Two are published, in press, or accepted for publication in peer-reviewed and/or expertise-relevant venues. Publications may include electronic journals and multimedia items such as CD-ROMS or videos in addition to print formats; the requirements of significant contributions in peer-reviewed and/or expertise-relevant venues will still apply. Items submitted for publication, under review at journals or presses, or in the process of being completed are Works in Progress and must be designated as such in Category Three.

The concepts of “peer-reviewed,” “expertise relevant,” and “discipline-respected” may be demonstrated in a number of ways beyond the traditional method of editorial review, including but not limited to pre- and post-publication commentaries/reviews by experts in the candidate’s discipline; information on the significance of the publication venue to the candidate’s discipline; and citations of or references to the item(s) by other scholars or practitioners in the discipline.

It is the candidate’s responsibility to provide information on the journals, presses, or other publication venues to indicate that they conform to these requirements in terms of peer-reviewed and/or discipline-respected venues. Departmental evaluation of the stature of journals, presses, or other publication venues may be included as part of the candidate’s statement.

Publications and applied research in both Category One and Category Two must be related to the candidate’s major field(s) of expertise; interdisciplinary work will be considered as well. It is the candidate’s responsibility to provide evidence to support the relevance of a publication to the candidate’s major field(s) of expertise or to interdisciplinary work, should a question arise.

For the purposes of the following categories, “primary” authorship is defined as authorship that involves significant contribution to the published piece, irrespective of specific placement in the order of authors of their name on the work. Candidates are responsible for providing evidence that their authorship merits a designation of “primary authorship.”

### **Publications Category One**

Candidates should provide evidence of achievements such as:

- (a) primary authorship or editorship of a book/edited book published by a respected, expertise-relevant publishing house;
- (b) Primary authorship of a scholarship-based chapter in an edited book, published by respected, expertise-relevant publishing house. Examples in this category include work that involves a scholarly analysis, contextualized review of literature, or comparison with other techniques. For example, if the work merely documents how an approach was used with a client or how a teaching technique was utilized without additional contextualization in the broader literature, then it should be counted under Category Two (g).
- (c) Primary authorship of textbooks or multimedia items published with peer-reviewed and/or discipline respected academic or commercial presses/venues;
- (d) Primary authorship of a refereed article published in peer-reviewed, expertise-relevant journal;
- (e) Serving as the editor of a expertise-relevant journal in which the editor’s primary role is editorial review and manuscript selection;
- (f) Acceptance of a significant external grant (>\$10,000)
- (g) Primary authorship of publications in peer-reviewed or refereed conference proceedings (such publications are not common in psychology, and candidates who use this category must justify its use);
- (h) Primary authorship of a book review essay in peer-reviewed and/or discipline-respected or expertise-relevant venues. Such reviews are not common in psychology but may consist of a comprehensive review of a book contrasted with a review of existing scholarly literature. The candidate is responsible for presenting evidence that this work differs from the more common book review in psychology, which counts as a Category Two (d) publication.

## **Publications Category Two**

Candidates should provide evidence of achievements such as:

- (a) Primary authorship of workbooks, instructor's manuals, or test banks published with discipline-respected academic or commercial presses;
- (b) Primary authorship of articles or essays, published in non-refereed journals;
- (c) Primary authorship of articles or essays, published in non-refereed conference proceedings;
- (d) Primary authorship of book reviews in refereed or non-refereed venues;
- (e) Authorship of book or chapter manuscript reviews for publishing companies;
- (f) Securing minor external grants ( $\leq$ \$10K) from state and local agencies, community groups, or foundations;
- (g) Primary authorship of clinical case studies or similar works from teaching that get published (books, book chapters, or articles) but do not introduce new scholarship in a typical experimental or scientific fashion. Examples in this category include documenting how an approach was used with a client, or how a teaching technique was utilized, but doing so without additional contextualization in the broader scholarly literature. If the work involves more scholarly analysis, contextualized review, or comparison with other techniques, then it should be counted under Category One (b).

## **Presentations**

Presentations in Category One and Category Two and scholarly/creative activities in Category Three must be related to the candidate's major field(s) of expertise; interdisciplinary works will be considered as well. It is the candidate's responsibility to provide evidence to support the relevance of presentations in Category One or Two and of other scholarly/creative activities in Category Three to the candidate's major field(s) of expertise or to interdisciplinary work, should a question arise.

### **Presentations Category One**

Candidates should provide evidence of achievements such as:

- (a) Giving an invited address at expertise-relevant, major national or international conference;
- (b) Giving a juried/reviewed presentation at an expertise-relevant, major national or international conference;
- (c) Giving a poster presentation at a refereed, expertise-relevant, major national, or international conference.

### **Presentations Category Two**

Candidates should provide evidence of achievements such as:

- (a) Giving an invited address at a state or regional meeting;
- (b) Giving a poster presentation at a refereed state or regional meeting;
- (c) Serving as a session or workshop chair or as a commentator at a juried or nonjuried conference; however, if the candidate is also a panelist or presenter in the session, the candidate should count the activity only once, however it best benefits the candidate's application.

### **Other Scholarly Work (Category Three)**

Candidates should provide evidence of achievements such as:

- (a) Serving as a referee/reviewer for academic journals, granting agencies, and/or conferences is considered by the College of Liberal Arts as a Category Three activity. Because in psychology, these reviews can represent a significant amount of work, candidates who complete many such reviews are encouraged to count these as Professional Service unless or until the College of Liberal Arts guidelines allow them to be counted under scholarship.
- (b) Serving as a consultant for state or regional research projects;
- (c) Completing contract research for businesses or organizations;

- (d) Compiling or writing reports developed from field and/or laboratory work;
- (e) Compiling or writing reports submitted to contracting authorities or as a consultant to a community group or local business.
- (f) Writing unfunded grants or significant internal grants

## **SERVICE**

For the purposes of Tenure and/or Promotion, the Department of Psychology recognizes three areas of Service: **University Service, Community Service, and Professional Service**. The Department of Psychology recognizes that different service roles may carry with them greater responsibilities and more extensive time requirements. Thus, it will be the responsibility of the candidate to provide information on the candidate's service roles & responsibilities (essentially the candidate's achievements) within any or all of these three areas. Therefore, the Portfolio may include information for three classes of service.

- Evidence of Service to the University
- Evidence of Community Service
- Evidence of Professional Service

Reassigned time for service roles and responsibilities may affect the candidate's achievements in service. Information on reassigned time must be provided.

For all three areas of Service, the scope, extent, and significance of the service, as well as its impact upon the University, the candidate's profession, or the community, will be important factors in the assessment of the quality and importance of the service, and thus as to whether the service meets the evaluative criteria for Exemplary or for Professional performance. Thus, candidates should provide supporting evidence for their service roles and responsibilities within each of the following categories.

**University Service** represents administrative duties, committee service, or individual activities within a department, the College of Liberal Arts, or the University as a whole. University Service may include such achievements as: (1) contributions to official student organizations or other university-related organizations; (2) other work on behalf of the student body, faculty, staff, or administration of the University; and (3) College of Liberal Arts or University awards for service. This area includes such examples of achievement as:

- contributions within a department, the College of Liberal Arts, or the University, including service as Department Chair or COLA Associate Dean;
- contributions to official student organizations or other university-related organizations;
- other work on behalf of the student body, faculty, staff, or administration of the University;
- College of Liberal Arts or University awards for service.

For **University Service**, candidates must provide such evidentiary items as: (1) minutes from committee meetings, or (2) summary statements from committee chairs that describe the candidate's service, or (3) summary statements from the candidate's Chair that describe the candidate's service role within the department, or (4) summary statements from the appropriate supervisor - e.g. the Dean, the Vice Provost, the Chair of the Faculty Senate - for the candidate's service, or (5) information on the candidate's service role in relation to official student organizations or other university-related organizations or activities.

**Service to the Community** represents service on a compensated or pro bono basis to government, educational, business, or civic organizations, or to the public. The Department of Psychology follows the Greenbook policy that defines Service to the Community as - professionally related work done for community groups and agencies that is based upon faculty members' professional areas of expertise. Further, the Department of Psychology follows the



Greenbook distinction that Service to the Community does not include activities more typically tied to citizenship such as serving as a poll watcher, volunteering to help at a food bank, church committee work, or serving as an officer in a church group. Also, church, social club, or hobby club activities will not be considered as relevant service for this category. Consequently, service to organizations other than those reasonably associated with professional activities shall not be considered as Service to the Community. In terms of evaluation, the scope, significance, and impact of the Service the candidate undertakes will be of paramount importance in the assessment of the quality and importance of the Service to the Community. This area includes such examples of achievement as:

- talks, lectures, workshops, presentations, or performances for community groups or organizations;
- providing professionally related training sessions to community groups;
- serving on professionally related community committees;
- service on a compensated or pro bono basis to government, educational, business or civic organizations, or to the public;
- involvement as an official representative of the University or units thereof in activities of government or of educational, business, or civic organizations;
- local, state, regional, or national awards for professionally related community service.

For professionally related **Service to the Community**, the candidate must provide evidence of the service activity and its relation to the candidate's major area(s) of expertise. If the service can be documented by printed or multimedia materials (such as brochures, flyers, newspaper or magazine articles, agency reports, instructional or informational booklets, videotapes, or CD-ROMS, etc.), this information should be included with the candidate's application. Also, evaluation of professionally related service that is community based can be provided by the individuals participating in or benefiting from the service and who thus can comment upon and assess the quality of the candidate's service. Such items as letters from these individuals or summaries of evaluative surveys completed by a community group or organization may be included. In a formal statement, the candidate should describe the types of service activities involved, the achievements accomplished, the impact of the contributions & achievements to individuals or groups, the approximate number of hours contributed to this service by the candidate, and any other relevant information.

**Professional Service** represents service to the candidate's discipline through appropriate regionally or nationally recognized professional associations or societies. In terms of evaluation, the scope, significance, and impact of the Service the candidate undertakes will be of paramount importance in the assessment of the quality and importance of the Professional Service and its impact upon and value to the candidate's discipline. The candidate should provide (a) information on the roles and responsibilities associated with the candidate's professional service, including the dates for the periods of service; (b) a summary of professional service activities and service load information; and (c) peer evaluations of the quality as well as of the quantity of professional service. This area includes such examples of achievement as:

- serving as the editor of a discipline-respected journal in which the editor's primary role does not involve significant editorial review;
- serving on the editorial board of a discipline-respected journal;
- serving as an officer in a discipline-respected regional or national professional organization;
- serving on accreditation visitations and other external evaluation teams;
- serving as the Program Chair or Conference Coordinator for major regional or national professional organizations;
- notable professional recognition in one's discipline for service to an organization or group;
- state, regional, or national awards for professional service.

For **Professional Service**, the candidate must provide documentary evidence to support claims of (1) serving as the editor of a journal in a discipline-respected professional organization in which the editor's primary role did not involve editorial review, or (2) serving on the editorial board of a discipline-respected journal, or (3) serving as an

officer in a discipline-respected professional organization, or (4) notable professional recognition in one's discipline for service to an organization or group, or (5) state, regional, or national awards for professional service. The candidate should designate the selection process for any offices or positions held. If serving as a journal editor or as a member of an editorial board, the candidate must provide a copy of the journal as well information on the candidate's periods of service. Information on the candidate's roles, responsibilities, and periods of service must also be provided for service as an officer in a professional organization.

### **Administrative Service**

Administrative duties typically count as University Service. Candidates for tenure or promotion to Associate must demonstrate professional performance in Service, which may include administrative duties, but may not use exemplary performance in Service as a basis for tenure or promotion. Administrative duties may preclude achievements in teaching and advising or scholarship and creative activities, exemplary performance in one of which is a Greenbook requirement for tenure or promotion to Associate. Thus, Chairs and the Dean should limit administrative duties for pre-tenure and Assistant professors. Candidates may provide evidence that some administrative duties contribute to teaching and advising and/or scholarly and creative activities.

Candidates for promotion to Professor must demonstrate professional performance in Service, which may include administrative duties, and may use exemplary performance in Service as one element in promotion. Administrative duties, while valued, are not a substitute for achievements in teaching and advising or scholarship and creative activities required by the Greenbook for promotion to Professor.