

DEPARTMENTAL STANDARDS AND PROCEDURES FOR FACULTY EVALUATIONS

ACADEMIC YEAR: 2009-2010
DEPARTMENT: Psychology
TODAY'S DATE: March 31, 2009

Criteria and Procedures:

Department of Psychology EVAL-4 Revision 03-18-2009

EVAL-4 Framework

The following are guidelines developed by the above-named department to assist the candidate in meeting the tenure and promotion standards set forth in the University Handbook, Section XII. Candidates are also expected to consult the University EVAL-4 (<http://provost.cnu.edu/faculty.html>) for guidance. The University Handbook is the final authority on matters of tenure and promotion.

The Department of Psychology specifies that faculty evaluation of departmental faculty members will be undertaken in a manner consistent with that described in the Faculty Handbook. Members of a Department Review Committee (DRC) should inspect the evidence presented by the evaluatee including the Dossier and other specified information and form their judgments around the following departmental standards.

The DRC will consider three areas for evaluation: (1) Teaching Criteria; (2) Research Criteria; and (3) Service Criteria. This document articulates standards of excellence defined and maintained for and by the Department of Psychology. Although, the document defines overall criteria for Tenure and Promotion, DRCs are instructed to use the standards for pre-tenure and promotion evaluations as a means of guiding and advising tenure track probationary faculty toward meeting the standards outlined forthwith.

The Department of Psychology maintains the traditional evaluation heuristic of the 50% for Teaching, 25% for Research, and 25% for Service.

PART I: CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR

TEACHING CRITERIA: 50 PERCENT

Evidence to be used in the evaluation of teaching effectiveness should include student evaluations, peer evaluations, and course pedagogies and materials. An evaluatee's student evaluations will show consistent (or general improvement) in meeting the University Handbook's qualifications that state that an evaluatee show "*evidence of exemplary performance in teaching*" (UH: page 115). If an evaluatee's ratings show less than the above standard, then mitigating circumstance(s) should be included in the evaluation documents (EVAL-6). The department discourages over-reliance on student evaluations as indicators of teaching effectiveness, because it recognizes both the importance and shortcomings of such data. An evaluatee is recommended to articulate clearly in his/her EVAL-6 those items that distinguish him/her as an effective teacher, particularly items independent of student evaluations.

In addition, candidates that develop Liberal Learning Core courses and/or teach courses in support of the Liberal Learning Curriculum will enhance the merits of his/her candidacy. Innovative course pedagogy (e.g., technology, materials & procedures), recognition or awards for teaching or mentoring, and other indicators of outstanding instructional contributions enhance a candidate's record. Candidates will show evidence of student engagement in activities relating to mentoring students in research; course materials; learning methodologies; and/or other activities.

The department recognizes the following *University Eval-4* criteria as examples and goals for evaluating an evaluatee's teaching effort and excellence:

Criteria and Procedures, continued:

AREA ONE: TEACHING DEVELOPMENT

Highest Valued Activities and/or Measures

- Classroom skills
- Classroom skills as measured by IDEA surveys
- A successful candidate will have a preponderance of scores in the “gray band” or above in the areas of excellence of instructor and progress on relevant objectives
- Course content expertise
- Teaching courses in the Liberal Learning Core

Highly Valued Activities and/or Measures

- New course design/redesign for the department and interdisciplinary programs (undergraduate and graduate levels as relevant)
- New course design/redesign for the Liberal Learning Core
- Classroom skills as evidenced by teaching awards
- Quality of feedback/assessment given to student assignments
- Creation of a well-designed syllabus
- Office hour accessibility
- Course management using Blackboard or related system
- Instructional design that enhances student responsibility for learning Interdisciplinary courses for the LLC and Honors programs

Valued Activities and/or Measures

- Team teaching
- Peer review of classroom skills
- Interdisciplinary course for department

AREA TWO: TEACHING ENHANCEMENT

Highest Valued Activities and/or Measures

- Attention to teaching improvement
- Continuing engagement with instruction
- Service learning
- International Education inclusive of Study Abroad Honors Program
- Writing Intensive Courses

Highly Valued Activities and/or Measures

- Incorporates assessment data/measure of student learning into teaching
- Innovation in assignments
- Incorporation of effective use of instructional technology
- Writing a course manual for local use
- Independent study
- Facilitating student research inside the classroom
- Incorporates the pedagogy of leadership

Valued Activities and/or Measures

- Attendance at teaching conferences

AREA THREE: RESEARCH AND CREATIVE ACTIVITY WITH STUDENTS

Highest Valued Activities and/or Measures

- Published products with students

Highly Valued Activities and/or Measures

- Unpublished products with students
- Student recognition for research or creative work
- Facilitating student presentations at a conference or other venue

Valued Activities and/or Measures

Taking students to attend a conference
Mentoring students conducting research beyond the classroom

AREA FOUR: MENTORING AND ADVISING

Highest Valued Activities and/or Measures

Mentoring
Supervising graduate student theses to completion

Highly Valued Activities and/or Measures

Advising
Graduate and professional program mentoring and advising

Valued Activities and/or Measures

[none yet identified]

RESEARCH CRITERIA (PROFESSIONAL DEVELOPMENT): 25 PERCENT

For most psychology faculty professional development is the second most important aspect of the evaluation. Conducting and publishing either pure or applied research or equivalent discovery activities is an essential element in the contributions of a faculty member. An evaluatee's publication record should include two-three published (or in press) refereed journal articles or some equivalent (refereed book, extramural grant, textbook, etc.) for tenure. An evaluatee is recommended to show active engagement in programmatic research throughout their pre-tenure and probation evaluation cycles. Additionally, evaluatees should note that greater weight is given to first authored works of professional development, and less weight is given to authors that are not the first author (e.g., second, or third, authors). If an evaluatee's publication record is less than the above standard, then mitigating circumstance(s) should be included in the evaluation documents (EVAL-6).

- Publications, Books, and Extramural Grant Writing (Awarded and/or Submitted)*
 - First Author
 - Second Author
 - Co-Author

Many other forms of professional activity will be included in an evaluatee's evaluation. These other forms can be used to both enhance an evaluatee's evaluation, and/or help explain (compensate) for weaknesses in the above publication requirement. These other forms of professional development include (not an exhaustive list):

- Conference Papers/Presentation*
- Book Chapter & Monographs*
- Technical Reports for Entities Outside of the University*
- Book Chapter or Editor of a Book*
- Attending Professional Conferences/Workshops*
- Consulting for Outside Entities*
- Editor/Reviewer for Journal*

The department recognizes the following *University Eval-4* criteria as examples and goals for evaluating an evaluatee's research effort and excellence:

AREA ONE: INDEPENDENT RESEARCH OR CREATIVE AGENDA

Highest Valued Activities and/or Measures

Grant awards of \$40,000 or more
Scholarly or creative work that is completed and peer reviewed:
journal publications (peer-reviewed)

books published by a University or top-tier trade press
creative work presented at juried shows or published in peer-reviewed venue
substantive contribution to published co-authored work (peer reviewed)
Invited lectures or keynotes
Book chapters

Highly Valued Activities and/or Measures

Grant awards of less than \$40,000
Work completed:
non-peer reviewed scholarly or creative publications
non-peer reviewed conference proceedings
peer-reviewed conference proceedings
review essays
creative work presented in non-juried shows
Books published by presses that are not University or top-tier trade
Grants or awards for access to outside laboratories or other research facilities (such as an observatory)
Publication of research notes
Scholarly awards
Supportive contribution to published co-authored work (peer reviewed) Presentations at conferences and
service as conference panel respondents

Valued Activities and/or Measures

Work in progress:
grant proposals
journal articles
conference proceedings books
creative works
book chapters, translations Scholarly award nominations
review essays
other types of scholarly or creative work
Minor contribution to published co-authored work (peer reviewed)
Unsuccessful grant proposals

AREA TWO: DISCIPLINARY EXPERTISE

Highest Valued Activity or Measure

Editor of peer-reviewed journal

Highly Valued Activities and/or Measures

Book reviews
Peer reviews of others' scholarship
Peer reviews of others' grant proposals
Peer reviews of others' creative work
Review essays about the state of a scholarly field Encyclopedia articles
Outside consulting that validates disciplinary expertise

Valued Activities and/or Measures

Forewords

SERVICE CRITERIA: 25 PERCENT

The Department of Psychology recognizes that service to the department, college, university and community is important. First and foremost, the Department feels that service to the department is important for maintaining critical functions to the overall health of the Department. Additionally, service to the Department is a means of cultivating community spirit and concern for the Department's quality of life and vitality.

1. Specific Department of Psychology Contributions: (The Department encourages that an evaluatee participate in many of the following.)

- Faculty Sponsor of Psychology Club
- Faculty Sponsor of Psi Chi
- Director of the Extra-Credit System
- Projects deemed necessary by the Department/Department Chair
- Additional items to be determined by Department
- Member of Faculty Search Committee
- Hosting Faculty Applicant
- Chair of a DRC
- Member of a DRC
- Member of Department Ad Hoc Committee
- Provide Advising to First Year Students and Department Majors
- Attend Official Department Events
- Department Service Miscellaneous

DRCs will advise evaluatees who are pre-tenure and promotion on how best to meet the above requirements and meet the University Handbook's qualifications that state that an evaluatee show "evidence of outstanding academic service" (UH: page 115).

Many other forms of service activity will be included in an evaluatee's evaluation. These other forms can be used to both enhance an evaluatee's evaluation, and/or help explain (compensate) for weaknesses in the above service requirement. The department recognizes the following *University Eval-4* criteria as examples and goals for evaluating an evaluatee's service effort and excellence

AREA ONE: CAMPUS CITIZENSHIP

COLLEGE AND DEPARTMENT SERVICE

Uniquely Valued

Department Chair
Director of Teacher Preparation Program

Highest Valued Activities and/or Measures

Chair of Department Review Committee (DRC)
Search Committee Chair
Department service assignment by Chair of commensurate value Director of a time-intensive academic program

Highly Valued Activities and/or Measures

Chair of College or Department Committee or Task Group
Department service assignment by Chair of commensurate value
Director of an academic program

Valued Activities and/or Measures

Department webmaster
Member of DRC
Member of Search Committee
Member of College or Department Committee or Task Group Peer mentoring
Department service assignment by Chair of commensurate value

UNIVERSITY-WIDE SERVICE

Uniquely Valued

Faculty Senate President

Highest Valued Activities and/or Measures

Chair of a major University Committee or Task Group Director of a major interdisciplinary program
Member of the SEC

Highly Valued Activities and/or Measures

Member of major University committee (UCC, LLC, FS, FRC) or task group or search committee
Chair of other-than-major University committee
Director of CNU research or outreach Center receiving external funding
Director of work-intensive minor or concentration Leadership in student recruitment and Advancement efforts Faculty advisor of student group
Director of learning support Centers

Valued Activities and/or Measures

Representative at University event
Member of other University committees
Director of smaller minor or concentration
Member of Advisory Group
Coordinating Visitor Lectures

AREA TWO: PROFESSIONAL SERVICE

The University benefits from faculty maintaining a presence in relevant professional organizations and engaging in development and career-building activities like peer review of grant proposals and manuscripts. Faculty develop greater appreciation of the dynamics of their discipline, inside and outside the academy, and the University's stature is increased through a faculty member's campus identification in these roles. Faculty who engage in professional service should have these contributions to their disciplines recognized in their reviews.

Highest Valued Activities and/ Measures

Book manuscript reviewer
Grant proposal reviewer (outside)
Administer/coordinate scholarly conference
Election to professionally significant office
NGO and other international leadership roles
International, national or regional level leadership role in an academic organization (e.g., MLA)

Highly Valued Activities and/or Measures

Jury reviewer of creative product show
Referee journals, conferences, book proposals
Manage or serve as consultant for exhibition, performance, display
Panel reviewer for agency
Consulting (paid or volunteer) for professional versus community service (the difference is that the productivity of professional consulting can sometimes be incorporated into professional development)
State level organizational leadership role

Valued Activities and/or Measures

Book reviews (short)
Media spokesperson/correspondent
Instruct peers in workshop, retreat, or seminar Professional outreach (e.g., to high school teachers) Local level organizational leadership role
Organizing Conference Panels

AREA THREE: SERVICE TO EXTERNAL COMMUNITIES AS UNIVERSITY REPRESENTATIVES

The University values faculty involvement and participation with and leadership of community programs, both at the local and state level. (Federal and international program involvement belongs, for the purposes of this schema, in the Area of

Criteria and Procedures, continued:

Professional Service). Such involvement helps to strengthen the University's connections with its immediate public environments and to strengthen those public environments. However, recognition for such service in the formal evaluation system must be limited to those community leadership roles where the faculty member's University status and professional expertise are of primary importance. The evaluation system supports community service and offers faculty an opportunity for certain types of activities to supplement the dossier. Relevant activities may include:

- Board of Directors/Executive Leadership position in major community organization
- Public lectures
- Community organization leadership position
- Consulting (paid or volunteer)
- Community service (misc.)
- Committees/elected positions
- Judging competitions
- K- 12 involvement
- Other, related service roles

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Part II:

Criteria for Promotion to Full Professor

The Department of Psychology will evaluate a candidate by the following department standards for research, teaching and service accomplishments. However, a candidate is advised to seek out the University's Eval-4 for additional University-level standards for promotion to Full Professor.

Teaching Criteria: 50 percent

A candidate will show evidence of sustained instructional competence including student teacher evaluations and at least one other indicator of teaching competence such as (a) classroom-peer observations, (b) publication or presentation of scholarship targeting teaching issues, techniques or pedagogies, or (c) other teaching relevant outcomes demonstrating teaching proficiency and/or assessment. Because many variables outside a teacher's control have been documented to influence student ratings, a candidate is encouraged to provide analysis and explanation for his/her ratings (e.g., documentation of the mitigating circumstances).

Innovative course pedagogy (e.g., technology, materials & procedures), recognition or awards for teaching or mentoring, and other indicators of outstanding instructional contributions enhance a candidate's record. Candidates will show evidence of exceptional student engagement in activities relating to mentoring students in research; course materials; learning methodologies; and/or other activities.

Research Criteria (Professional Development): 25 percent

A candidate will show evidence of a sustained history of high-quality scholarship, including, but not limited to: (a) first authored journal articles, books or book chapters in scholarly edited works or other respected scholarly works, (b) number of co-authored publications, (c) engaging in research resulting in scholarly publications, technical reports, published conference proceedings and presentations, (d) scholarly achievements requiring extensive effort and organization, such as the development and publication of a book(s) or text book(s), and/or (e) writing external grants as a PI or Co-PI and securing funding.

DRC will evaluate a candidate's scholarly productivity as a whole, a gestalt made up of different types of scholarship and different levels of prestigious accomplishments. DRCs recognize that there are many ways that high-quality scholarship can be actualized and demonstrated by a candidate's history of scholarship.

Criteria and Procedures, continued:

Service Criteria: 25 percent

A candidate will show a record of sustained university and departmental service. In addition, a candidate demonstrating community and/or professional service will enhance the merits of his/her candidacy. Evidence of outstanding service can be demonstrated in many ways, such as chairing and/or serving on program, division, college, and/or university committees; making contributions to the University by serving on ad hoc committees; presenting evidence of external activities such as professional community service; serving on editorial boards and other service to professional organizations. Candidates will provide evidence of service given and explanation concerning the quality and quantity of service provided to the department, university, and community.

Submitted by: _____
Department Chair Date

<p>Dean's Amendments (<i>If none, so state.</i>):</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Approved as amended</p> <p>_____</p> <p>(dean)</p> <p>_____</p> <p>(date)</p>
<p>Provost's Amendments (<i>If none, so state.</i>):</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Approved as amended</p> <p>_____</p> <p>(provost)</p> <p>_____</p> <p>(date)</p>

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