

Psychology Department Tenure & Recontracting for 2020-2021

GUIDING PRINCIPLES FOR TENURE & RECONTRACTING

As stated in the Tenure and Recontracting Memorandum of Agreement, candidates at the Assistant, Associate, and Full Professor level applying for Tenure & Recontracting must have accomplishments in 1) teaching; 2) research; 3) contributions to the University community, and 4) contributions to the wider and professional community.

A fundamental principle of the Department's criteria is that candidates shall receive a holistic review of their accomplishments in each of the four major review categories of accomplishment. The sum of the candidate's accomplishments, not one category of accomplishments, will be the basis for a recommendation of Recontracting & Tenure.

The nature of each faculty line, as well as the individual faculty member, is unique. Candidates equally qualified may differ in the relative amount of contributions to teaching, research, and service to the wider community across the University. Candidates equally qualified may differ in the quantity and quality of their accomplishments within teaching, research/professional development, and professional contributions. Candidates equally qualified also may differ in their balance of teaching, research, and professional contributions (if the balance is in accordance with the weighting system described below). Although accomplishments in each of the four categories are expected, it is expected that a candidate will have particular strengths in one or more categories.

COVID-19 may have a profound impact on a candidate's performance in the three areas: teaching and/or professional performance, scholarly research and/or professional development, and service to the university and to the wider and professional communities. Committees recognize the potential impact and will give consideration to all members who include an impact statement in their package and who fall within the period where the pandemic may have an impact on their performance in any of the three areas.

SELECTION & COMPOSITION OF THE TENURE AND RECONTRACTING COMMITTEE

The selection and composition of the Departmental Tenure and Recontracting Committee will be in accordance with the Memorandum (T&R Section 2.43). The Department Head has the right to serve on the Committee; however, the Department Head may not chair the committee. The Department Head may not provide any statement of his/her position to the Senate Tenure & Recontracting Committee.

BALANCE AMONG TEACHING, RESEARCH AND CREATIVE ACTIVITY, AND PRACTICE AND PROFESSIONAL SERVICES

The Departmental Tenure and Recontracting Committee will adopt the following weighting system for the evaluation of candidates.

Component	Tenuring and Recontracting of Instructors	Tenuring and Recontracting of Assistant Professor or Higher-level Professors
Teaching Effectiveness	60%	41%
Professional Development	10%	N/A
Scholarship & Research	N/A	39%
Service to University Community	25%	15%
Service to Wider and Professional Community	5%	5%

The candidate has the right to request to modify the balance beyond the ranges stated above. If any modification occurs, it must be documented that it is connected directly to the professional development plan of the candidate and must have the concurrence of the Departmental Tenure and Recontracting Committee as well as the Dean of the College of Science and Mathematics (T&R: 1.2).

A single work or activity by a candidate legitimately may fall into more than one of the four categories. However, for Recontracting and Tenure, an accomplishment may be counted in only one category (T&R: 1). In the event that an accomplishment legitimately may be assigned to more than one category, the candidate has a right to designate the category.

TENURE & RECONTRACTING CRITERIA

I. TEACHING

Teaching is an important function of all faculty and the primary basis for Tenure and Recontracting for Instructors. Candidates are expected to maintain currency of knowledge and use effective pedagogic technique in their classroom/discussion and laboratory sessions. The evaluation will include: 1) peer observations of classroom performance; 2) student evaluations; 3) assessment of course content; 4) student mentorship activities; and 5) a statement by the faculty member that includes a self-assessment and a plan for development as a teacher.

1. Criteria for the Evaluation of Classroom Performance (The committee relies primarily upon peer reviews in assessing these criteria).

1. Evaluation of Teaching Content. The Instructor:
 - a. Includes the objectives of the instructional program as stated in the course syllabus
 - b. Is prepared for class meetings
 - c. Follows a planned procedure with tolerance for deviation to optimize the learning experience
 - d. Shows expertise in the subject
2. Teaching Techniques. The Instructor:
 - a. Challenges and stimulates students
 - b. Demonstrates skill in methods of instruction appropriate to the course
 - c. Provides evidence of transfer of skills and ideas from previous lessons and assignments
 - d. Provides supportive evidence of frame of reference given for opinions or conclusions expressed
 - e. Uses appropriate feedback techniques
 - f. Provides constructive help for students
 - g. Uses evaluative devices appropriate to the course organization and objectives
 - h. Uses appropriate audiovisual aids and illustrative examples
3. Patterns of Classroom Interaction. The Instructor:
 - a. Encourages students to express or to question ideas
 - b. Provides for or facilitates relevant student expression
 - c. Encourages many individuals to respond to the topic
 - d. Accommodates individual needs without compromising the objectives of the course and the rights of other students
4. Professional Characteristics. The Instructor:
 - a. Shows enthusiasm, resourcefulness, and flexibility in relating to individual students and colleagues; ability to deal with emergency situations and conditions necessitating a change in plans; and openness to criticism
 - b. Shows ability to communicate the content of the course
 - c. Is ethical in the use of his/her position within the classroom, as defined by the Faculty Senate Statement on Ethics and the American Psychological Association
 - d. Behaves in a manner that does not detract from the learning process

2. Criteria for the Use of Student Evaluations and Response

Teaching will be evaluated by classroom observations made by members of the Department Tenure and Recontracting Committee or by other Tenured members of the Department under the direction of the Department Committee charged with evaluating the candidate (hereafter referred to as the Committee), and by ratings and comments collected from

students using the survey instrument approved by the Department of Psychology or similar student instructional surveys, such as the Banner instructional evaluation system and the SIR published by Educational Testing Service, Inc., Princeton, NJ. *Because the highest rating of excellence is a perfect score (5) in the evaluations, a 5 is not expected as an average rating.*

The candidate should use her/his student evaluations to present evidence that her/his teaching has an overall high quality. A candidate should be rated by students as good or better in most teaching qualities (mean score exceeding 3.00 indicating approval on the scores on the survey), and very good or better in at least some teaching qualities (mean score exceeding 4.00 indicating strong approval on the survey). If the candidate has any weaknesses in teaching (indicated by a low approval rating on specific questions or other qualitative measures), these should be few and substantially outweighed by the assemblage of teaching qualities in which she/he is rated as good or better.

The candidate's response must address any mean scores in specific questions or other qualitative measures indicating a poor or fair performance, and should describe his or her plans to improve those areas. Excluded are questions in the evaluation that do not measure aspects of the candidate's performance, such as course-related material or technology outside the control of the candidate. The candidate may choose to address scores indicating a rating or good or better for the purposes of describing her/his plans for further development as a teacher. However, such a choice does not imply that the candidate's performance in those aspects is inadequate for Tenure/Recontracting.

3. Criteria for Evaluation of Course Content

Syllabi should reflect the collective decision of the faculty of the Department of Psychology, and University policy. Such decisions may include items such as objectives, content reviewed, laboratory and recitation experiences, texts, and goals. Learning activities should be student-centered and have a clear relationship to course and program goals. Tools for learning outcomes assessment should be appropriate.

4. Criteria for Evaluation of Student Development and Mentorship

Student development can be evaluated in numerous ways. The candidate may provide documentation on student perceptions of the quality of development they received from the candidate through e-mail or during advising sessions. These documents may include faculty-generated evaluations, standardized forms of evaluation available through various external entities, unsolicited documents received from advisees, and reports from student development and mentoring sessions.

Examples of appropriate mentorship activities might include serving as a supervisor of master's theses, doctoral dissertations, graduate research projects, undergraduate student research, independent study projects and/or clinical supervision of students; serving as a committee member on research projects; providing informational lectures or presentations to student clubs on campus related to professional development and professional activities; and/or

engaging in career advisement and guidance during advising sessions.

It is the faculty member's role to offer academic and career choice advice. This includes advice about course selection, internships, scholarships, postgraduate examination requirements, etc. In addition, a candidate will encourage the student to make additional contacts regarding career opportunities and preparation. Faculty mentors must be available to the students. While advisees are not required to communicate with faculty, examples of such communication may be included as supplemental evidence of quality advisement.

5. Criteria for Evaluating the Self-Assessment and the Plan for Development as a Teacher

The candidate will provide a self-assessment including details of course revisions, new materials and exercises, new types of activities, and other accomplishments that the candidate thinks constitute development. Candidates should discuss the underlying principles that guide the creation and planning of course materials and assignments. These principles should be connected to specific discussion of teaching throughout the self-assessment.

Other areas that could be included in the assessment are conducting instructional and classroom research to benefit the teaching-learning experience, attending and participating in professional development activities, maintaining currency in discipline-specific and pedagogical concepts, collaborating with colleagues, and evaluating teaching of colleagues (as listed in section 2.14 of the Memorandum).

The following items can be considered in judging the candidate in developing as a teacher and are not ranked in order of importance.

Participation in learning communities and workshops, seminars and conferences to improve instructional techniques or learn new/alternative techniques.

Maintaining and updating curricular content to reflect advancements in the field of study, and in pedagogy.

Utilizing teaching techniques to help meet the Department's mission and goals.

Demonstrated acquisition and sharing of new knowledge within the faculty member's field of expertise.

Seeking internal and extramural funding for developing as a teacher

SPECIFIC REQUIREMENTS FOR TENURE & RECONTRACTING (TEACHING)

Candidates for Tenure/Recontracting shall present a teaching portfolio that contains items listed below. As stated in the "Guiding Principles" section of this document, candidates shall receive a holistic review, and the sum of the candidate's teaching accomplishments will be the basis for the recommendation for T&R.

Student and peer evaluations of teaching.

The candidate will submit a minimum of two sets of student evaluations and two peer evaluations (from different peers) from courses taught in the previous two academic years in which the candidate taught classes. At the candidate's discretion, evaluations from summer courses may be used. If the Rowan University and AFT Tenure/Recontracting agreement specifies other restrictions, these too will apply.

Self-assessment statement of teaching, development of learning activities, and plans for development as a teacher.

This self-assessment shall include goals for development of learning activities and development as a teacher.

Self-assessment of advising/mentoring responsibilities.

This area includes academic advising, mentoring undergraduate and graduate students, and/or advising student organizations.

Research primarily for the purpose of Education or Training Students

Examples can include (but are not limited to) supervision of a semester- or year-long student research project, research resulting in presentation at the STEM Symposium, Psychology Research Conference, and student/faculty research colloquium opportunities at Rowan or at an external site.

Representative course syllabi and teaching materials, or other evidence of the candidate's efforts to develop learning activities and to develop as a teacher.

The Departmental Committee recognizes that no single method of teaching is necessarily superior to another. Whatever the approach, excellence in instruction should foster critical thought processes, clarity of expression, comprehension of the subject, and enthusiasm for its pursuit. The Departmental Committees value academic rigor, student-centeredness, and innovations in instruction. Demanding more than a non-directive approach to students, student-centeredness requires that a teacher create instruction to match each and every student's needs and interests while maintaining a high level of academic rigor. Further, we recognize that a teacher achieving excellence requires up-to-date knowledge of the discipline. For the purposes of Recontracting and Tenure, the Psychology Department expects candidates to develop and expand their pedagogical and curricular expertise as they progress through the processes of Recontracting and Tenure as outlined in the above areas.

IIA. PROFESSIONAL DEVELOPMENT [FOR INSTRUCTORS ONLY]

Candidates for tenure and recontracting at the rank of **Instructor** do not have the expectation to develop a research program. Rather, their scholarly and creative activities are designed to focus on maintaining currency in their field to be able to instruct students in the current state of the art in their area of expertise and to use modern pedagogical and technological tools and methods to do so. Candidate narratives should focus on how they have maintained currency (consistent with Psychology 2020-2021 Tenure & Recontracting Criteria Page 6

departmental guidelines) in their self-assessment and their detailed plans for maintaining currency in the section on plans for future growth. The administration recognizes that engaging in fundamental or applied research activities is one way to stay current, but the research itself is not the goal, but rather one possible mechanism towards achieving the goal of maintaining currency.

Professional development for tenure-track instructors are activities used to maintain currency in their subject matter as well as their teaching skills/abilities.

Probationary faculty with the rank of Instructor should engage in activities which:

1. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
 - a. Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
 - b. Engaging in creative activities appropriate for the discipline or profession
2. Deepen and/or broaden their knowledge of discipline-specific content
 - a. Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
 - b. Seeking additional training or education to improve or expand their knowledge
3. Strengthen their understanding and application of the pedagogy of particular disciplines
 - a. Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
4. Improve their knowledge of the teaching and learning processes
 - a. Attending and participating in workshops/training that focuses on the teaching and learning processes
 - b. Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Characteristics of Excellence in Professional Development for Instructors are

1. The activity is related directly to the area of expertise or area of instruction
2. The activity prepares the instructor for future teaching assignments
3. The activity results in certification or licensure that is appropriate for the area of instruction or for the practice of teaching within a specific discipline
4. The activity is recognized as maintaining standing within a profession or discipline
5. The activity permits the demonstration of leadership within a profession or discipline

IIB. SCHOLARLY AND CREATIVE ACTIVITY [FOR ASSISTANT, ASSOCIATE, AND FULL PROFESSORS]

The faculty of the Department of Psychology are scholars as well as teachers. It is essential that faculty be involved in meaningful research and creative activities in their fields. Research is broadly defined as inquiry with the purposes of creating new knowledge and/or integrating existing knowledge. As Psychology is an extraordinarily diverse discipline, it follows that appropriate research and creative activity echoes that diversity. However, scholarly activity in Psychology usually is based on the collection of new data or the review and integration of

existing research findings for the purpose of developing a new theory or evaluating an existing theory. The results of this work may be disseminated in a number of ways including writing books, articles, papers, monographs, reports, presenting the results of one's research at a conference, participating in a symposium, and participating in poster and paper sessions. Because of the breadth and depth of subfields and subdisciplines within psychology, faculty may publish articles in highly regarded journals within their specific subdiscipline that do not have a "high" impact or citation score. In these instances, the candidate for tenure will provide documentation that the journal is highly regarded within that subdiscipline or specialized field of study (e.g., evidence that journal is published by the most prestigious society/association within that subdiscipline, providing a list of journals in the subdiscipline with impact scores, or any other method that appears appropriate to the candidate). With respect to conference presentations, national and international research conferences are considered to be more prestigious than regional or local conferences. Because the research within psychology is empirical, poster presentations are considered to be normative in our field; therefore, paper and poster presentations will be considered to be equivalent. Invited presentations, however, are considered to be more prestigious than the acceptance of submitted proposals for presentations.

Grant writing to secure funding also is considered scholarly activity. Whereas grant funding for research from federal and state agencies is ideal, the department weights funding from foundations and other private agencies to be equivalent to federal/state funding as long as the funding is competitive (i.e., not from an individual donor or agency) regardless of the amount of funding. Furthermore, obtaining service contracts that enable faculty members to conduct applied research may also be considered to be acceptable grant/contract funding.

Applicants for tenure will be judged primarily on their establishment of a program of research here at Rowan. Because many of the agencies that fund psychological research strongly encourage multi-disciplinary research with teams of researchers, the contribution of a faculty member who collaborates with a team of researchers will count towards decisions for tenure; not be penalized; however, some of his or her work with the team should result in senior-authored publications to demonstrate his or her independent intellectual contribution to the research program. Rowan University strongly encourages student involvement in research; therefore, faculty applying for tenure will not be penalized for not involving students in the dissemination of their research. However, if students are the presenting or first author, faculty members are expected to have some publications in which they are clearly the senior author of the publication. Finally, different research programs may differ significantly in the rate of publications, grants, and other deliverables. As each candidate's research aims are different, we expect that a candidate's research progress be consistent with the productivity rates of scholars within the same fields of study using the same research methodology with similar sample sizes.

The Department recognizes three types of research and creative activity:

Original Research that Advances Knowledge

Examples include (but are not limited to) seeking and acquiring internal and extramural funding for research, original laboratory, and/or field research published in professional journals, and presentations of such original research at a scientific meeting.

Research that Results in Synthesis and Reintegration of Knowledge

Examples include (but are not limited to) publication of a textbook or a review article, or a conceptually based article that leads to theoretical advancement.

Research on Teaching or Education that is based on a Scholarly Background

Examples can include (but are not limited to) curriculum development and/or pedagogy; introduction of a teaching resource, material, or innovation in the classroom or dissemination of such through a publication (an article, book, or newsletter), or presentation at an international, national, or prestigious regional professional meeting.

CHARACTERISTICS OF EXCELLENCE

Scholarly contributions may fall into any of the above categories. To evaluate the quality of scholarly contributions, we will use the following three general categories. Research as used below encompasses original laboratory or field research, as well as research in education or pedagogy.

This category recognizes scholarly accomplishments led by the candidate. We also expect to see a steady record of scholarly works resulting from all of the candidate's research activities. As a person's time at Rowan increases, we expect that the candidate will show more independence in his/her research program, and an increase in first authorship and applications to grant agencies. We recognize that some individuals work closely with colleagues on a research team and this is acceptable as scholarly work as long as it is clear that the candidate has a leading or equal role on a portion of that work and that their contribution to the research team is considered to be significant to the science of the research. The candidate is responsible for documenting the significance of their contribution to the research in these instances (e.g., letter from PI). Within our discipline, senior authorship is usually first or last authorship of a publication, although there are multiple other options in which senior authorship is acceptable (e.g., 2nd or 3rd author). The department recognizes that there are many models for representing senior authorship; therefore, the burden is on the candidate to specify the methodology used and contextualize his/her scientific contribution for each publication/presentation. In the event that such scholarship is a publication or presentation involving Rowan students, the students may be listed as first authors, but faculty mentors may be considered the senior author.

Primary indicators of active scholarly activity include but are not limited to:

The candidate is awarded funding as a result of a successful competitive grant submission. Funding from external agencies are weighted more heavily than internal funding.

Publication of peer-reviewed research.

Peer-reviewed publication can include (but is not necessarily limited to) a journal article, textbook, book chapter or monograph, in which the candidate is a senior or sole author, or one of two or more equally contributing authors. An electronic publication also would be

included in this category provided it is peer-reviewed. If available, the candidate should provide the relative merits of each publication with respect to rejection rate, citation index, or other criteria to judge the quality of each publication.

Presentation of research at a professional conference

If the candidate is not the senior author, evidence of significant contribution must be provided to be included in this category. An invited presentation will be given more value than an uninvited presentation. If the presentation is not by invitation, it should include submission of an abstract. Senior authorship will be weighted more than being a contributing author.

The candidate is conferred an honor or major award for scholarly work by an organization.

The candidate is invited to participate and establishes a research affiliation with an external institution.

The candidate writes or develops non-traditional scholarly works that are relevant to the discipline.

This includes computer software, analysis programs, and other non-published forms of scholarly products. Citing metrics such as views and downloads is considered appropriate evidence of scholarly impact in this category.

The candidate is cited by others in professional books and journals.

The candidate may provide evidence that his/her work is cited by others in peer-reviewed journal articles and book chapters.

Other scholarly and creative activities may also include the following:

The candidate also may have a record of involving students in at least some of his or her research.

The candidate does not have to involve students in all of the indicators listed above, and the Committee shall recognize that individual candidates may involve students in scholarly activity in different ways. The candidate's involvement in mentoring student research must be documented; for example, the research could result in a presentation by a student at a professional meeting (including the Psychology Research Conference, STEM Symposium, or other student/faculty research colloquium opportunities), or a successful grant proposal for research involving one or more students

The Committees shall recognize that each candidate is unique, representing a unique scientific background, strengths, and interest. Consequently, there is no numerical rating system for evaluating the scholarly accomplishments for consideration for Tenure/Recontracting in the Department of Psychology.

It is expected that the candidate will provide complete documentation for each accomplishment cited in his or her application, including a measure of scientific impact. The candidate will provide an assessment statement that documents the relative importance and value of each item.

TENURE & RECONTRACTING STANDARDS III: CONTRIBUTION TO THE UNIVERSITY COMMUNITY

The Department of Psychology recognizes that service to the Department, College, and University are vital professional contributions. Therefore, each candidate is expected to demonstrate service both in and outside of the Department. Ideally, the service should utilize the professional and technical expertise of the candidate. The candidate should describe his or her contributions to each of the service activities.

Faculty members should participate in program-related and career-related activities for students. Examples include (but are not limited to) participating in open house events for student recruitment, orientation meetings for new students, service in registration, and maintaining web-based information for students. As part of the Tenure/Recontracting portfolio the candidate should submit evidence for such activities.

TENURE AND RECONTRACTING

The Departmental Tenure and Recontracting Committee will evaluate the following items for the purpose of recontracting and tenure:

The candidate:

1. Constructively participates in departmental responsibilities as the chair of committees as well as being active member on committees.
2. Active participation in the regular business of the department including
 - a. Coordinating introductory courses*
 - b. Supervising, evaluating, and/or mentoring adjunct and $\frac{3}{4}$ time faculty members*
 - c. Coordinating peer advisement programs*
 - d. Attending open houses and orientation sessions*
 - e. Representing the department at college/university events (e.g., Homecoming)*
 - f. Heading and assisting with program assessment activities*
 - g. Helping plan and staff departmental events*
3. Service on College committees (regular or ad hoc)
4. Service on University committees (regular or ad hoc)
5. Development of new programs, courses or syllabi*
6. The level of contributions can reasonably be expected to increase throughout the probationary period.

* Appropriate responsibilities for full time tenure-track Instructors. Candidates of Assistant Professor rank and higher are encouraged to include these as well if applicable.

TENURE & RECONTRACTING STANDARDS IV:

CONTRIBUTION TO THE WIDER AND PROFESSIONAL COMMUNITY

The following activities are considered in judging the contributions of a candidate to the wider and professional community. Candidates should address any and all activities within the written self-appraisal. [The level of contributions can reasonably be expected to increase throughout the probationary period.](#) Any evidence of service may be placed in the Supplemental Folder.

1. Serve as an editor or associate editor of scholarly work or serve on an editorial board.
2. Publication of an invited book chapter, invited commentary, target article upon which invited commentary are based, or an invited address at a professional conference.
3. Science communication beyond the professional community including media contributions and other forms dissemination of the candidate's research findings, scholarship, and/or expertise to practitioners, populations of interest, and/or the general public.
4. Active participation in professional societies, including chairing of significant committees
5. Attendance at professional, national society meetings and conferences or regional conferences if an instructor
6. Membership in professional societies
7. Consultancies in which the individual's professional expertise is a requisite appointment, such as grant review panels, reviewing of textbooks or journal manuscripts.
8. Conducting outreach to local schools such as speaking to classes, judging science fairs, etc.*

* Appropriate responsibilities for full time tenure-track Instructors. Candidates of Assistant Professor rank and higher are encouraged to include these as well if applicable.