

**DEPARTMENT OF PSYCHOLOGY
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

INTRODUCTION

1 The decision to promote and/or tenure a faculty member is viewed by the
 2 Department of Psychology as one of the most important decisions that it has to make.
 3 The careers of individual faculty are markedly affected. In addition, the future health and
 4 development of the department, as well as the morale of the faculty, are directly related to
 5 the appropriateness of the decisions. As such, the department's recommendations are
 6 only made after careful deliberations, employing the best available evidence, and with the
 7 most reasonable and concrete criteria available. The process and criteria applied have
 8 been carefully considered and endorsed by the members of the tenured faculty in the
 9 Department of Psychology with the review and endorsement of the College of Arts and
 10 Sciences.
 11

12 It is not our intention in this set of guidelines to enumerate every step necessary
 13 for promotion and tenure. Rather, this document is an expression of the philosophy that
 14 will guide the evaluators and is intended to provide candidates with a clear statement of
 15 expectations as well as a clear description of the process that will be followed in the
 16 department. Candidates are directed to both the Georgia State University Policy for
 17 Promotion, Tenure, and Development for Tenure Track Faculty and the College of Arts
 18 and Sciences Promotion and Tenure Manual for guidance about preparing and submitting
 19 a dossier in application for tenure and/or promotion and for details of the University and
 20 college expectations.

21 The Department of Psychology will evaluate all candidates in three areas of
 22 professional life: professional development, teaching, and service. As will be described
 23 later in this document, the department values all of these areas highly and has established
 24 specific expectations for performance by its members in each one. Candidates will be
 25 reviewed and evaluated both by a departmental committee and by the departmental chair.
 26 The college manual describes the entire review process and the evaluation standards and
 27 takes precedence over the department guidelines. To be recommended for promotion to
 28 and/or tenure at the rank of Associate Professor a candidate must be evaluated as
 29 *excellent* in professional development and teaching according to departmental guidelines
 30 and evaluated as having provided *good* service. To be recommended for promotion to
 31 and/or tenure at the rank of Professor, a candidate must be judged *excellent* in
 32 professional development and teaching and *very good* in the area of service.
 33

PROFESSIONAL DEVELOPMENT

34 The Department of Psychology views professional development as encompassing
 35 those activities that advance our discipline by creating or extending psychological
 36 knowledge and modes of inquiry. The department recognizes that scholarship in
 37 psychology comes in many forms and employs a variety of methods. We view debates
 38 over the relative merits of basic versus applied research, theoretical versus empirical
 39 work, qualitative versus quantitative methods, and primary versus secondary analyses as
 40 misguided struggles over false choices. Each research topic, method, approach, and
 41 technique shall be judged on whether it is appropriate to the stated research goal and
 42 whether it advances the candidate's program of research. No one approach or technique
 43 is inherently superior to another.
 44

45 The department's goal is to foster production of high-quality scholarship and we
46 will expect every candidate to meet that standard. Quality of scholarship will be assessed
47 on several factors: 1) the work's recognition in the field, shown through reviews,
48 citations, and/or other evidence; 2) the prestige, standing, and/or impact scores of the
49 journal in which an article appears or of the publisher of a book or book chapter; 3) the
50 candidate's explanation of the importance of the work; 4) opinions of outside reviewers;
51 and 5) the committee's independent assessment of the work. Since peer review is one of
52 the fundamental principles of scholarship, we will rely heavily on that process, in all its
53 forms, and will give less emphasis to work that was not refereed.

54 The department recognizes that a loose hierarchy of scholarly journals does exist
55 within the discipline of psychology. Indeed, journal rankings are inherently difficult to
56 establish, and this is most apparent with specialty journals, where specialists may come
57 from a variety of different disciplines. In recognition of these limitations, the department
58 uses such rankings cautiously. In general, textbooks will be considered as a contribution
59 to instruction unless the text can be shown to make significant contributions to advancing
60 the scholarship of the discipline.

61 Obtaining extramural grant support for one's research is a highly valued
62 professional development activity and success in seeking grant support – particularly
63 from national and other prestigious peer-reviewed sources – will weigh heavily as
64 evidence of scholarly reputation. We believe, however, that grant support is a means to
65 an end and is not the only way to accomplish significant work. While the department
66 recognizes the clear value inherent in candidates' demonstrated ability to obtain financial
67 support for their research, we emphasize that candidates must also produce empirical
68 publications of high quality.

69 The Department of Psychology recognizes the value of both individual and
70 collaborative scholarship. Research in psychology is increasingly a team enterprise, and
71 the department recognizes that psychologists can and do regularly conduct
72 interdisciplinary research that makes scholarly contributions to other disciplines. As a
73 result of our faculty's broad expertise, interdisciplinary collaborations, and the nature of
74 the discipline of psychology, candidate's publications may appear in a range of scholarly
75 outlets. We assign value to publications that appear in psychology and other professional
76 refereed publications. In addition, collaborative and/or interdisciplinary research, by
77 definition, results in publications and grants with multiple contributors. We cannot,
78 therefore, assign higher intrinsic value to either single-authored or jointly-authored
79 works. We also know that the ordering of authors or investigators does not always
80 convey clear information about participants' relative contribution to the work and, in fact,
81 can convey different information about the relative contribution to the work in different
82 sub-fields. The candidate's contribution to all published works should be made clear in
83 the dossier, as per the college manual, section V.

84 Candidates are expected to engage in other professional activities that advance
85 their research program and have an impact on the field. Although no specific type of
86 such activities shall be required for promotion and tenure, successful candidates for
87 tenure and promotion should demonstrate meaningful activity in such roles. Finally, the
88 Department of Psychology strongly resists the idea that the evaluation of one's work can
89 be defined solely by the number of publications, the number or size of grants, or the

90 number of other scholarly activities performed. Thus, we expect candidates to
 91 demonstrate their scholarly impact not only through quantity, but also through quality of
 92 refereed publications, external grants, and other research activities.

93 Candidates for promotion must submit all work done since their initial
 94 appointment or the completion of the dossier used in the review that led to promotion to
 95 his/her current rank at Georgia State University, whichever is relevant. Candidates for
 96 tenure at the level of associate professor may submit any relevant prior work done at
 97 other institutions, and candidates for tenure at the level of professor must submit any
 98 work done since their initial appointments as associate professors at other institutions.
 99 Candidates who receive probationary credit must submit work done during the period for
 100 which such credit is given as stipulated in the college manual.

101 The candidate should submit written evidence of professional development
 102 organized as instructed in the college manual. Evidence of professional development
 103 includes: 1) invited and peer-reviewed presentations at professional meetings; 2)
 104 scholarly writings in journals, books, monographs, and reviews; 3) awards and grants; 4)
 105 significant professional services; 5) recognition by national, scholarly, and professional
 106 associations; 6) general recognition within the discipline of psychology; and 7)
 107 specialized professional activities in the discipline of psychology.

108 **Evaluation of Professional Development**

109 **Promotion to and/or Tenure at the Rank of Associate Professor**

110 As stated in the college manual, promotion to and/or tenure at this level is
 111 available only to those who are judged to be *excellent* in professional development.
 112 Following college and university standards, a candidate for promotion to the rank of
 113 associate professor must be deemed to have developed a substantial body of work that has
 114 already contributed to the advancement of his/her discipline or field as determined by
 115 peers within and outside of the university, while establishing a national reputation in
 116 his/her field. Finally, the candidate's body of work and professional development
 117 statement should indicate a trajectory of continued scholarship to support future promotion
 118 to professor.

119 An assistant professor seeking promotion is expected to have developed a focused
 120 research agenda demonstrating the candidate's own expertise in his or her specialty area.
 121 Primary evidence of such a research agenda includes a significant number of high quality
 122 refereed articles. Book chapters of comparable quality published by prestigious university
 123 or commercial academic presses are also considered. Although less common at this stage
 124 of professional development, monographs and authored books published by prestigious
 125 university or commercial academic presses would also be considered as evidence for such
 126 a research agenda.

127 A candidate's research agenda should also demonstrate the capacity to obtain
 128 external support for their scholarly work. Typically, this capacity is evidenced by the
 129 candidate's involvement in externally funded research as an investigator with a clearly
 130 delineated role. The department is attentive to availability of resources when considering
 131 a candidate's research funding.

132 To qualify as *excellent*, a candidate also should have been active in other research

133 roles. Typically, candidates have served as ad hoc journal referees. Other roles may
 134 include book or special issue editor, editorial board member, conference session
 135 organizer or participant, a consultant on external awards, grant reviewer, or book
 136 reviewer.

137 **Promotion to and/or Tenure at the Rank of Professor**

138 As noted in the college manual, promotion to and/or tenure at the rank of
 139 professor is a recognition awarded to candidates who have a distinguished record of
 140 achievement and standing in their professions and at Georgia State University. The
 141 *University Manual* states that both the quality and the level of achievements required for
 142 a recommendation for promotion to the rank of professor must substantially surpass those
 143 required for a recommendation of promotion to associate professor. A professor is
 144 expected to have established a national/international reputation in his/her field and
 145 sustained a productive program of research with a high probability of continued quality
 146 scholarship.

147 As stated in the college manual, promotion to and/or tenure at this level is
 148 available only to those whose professional development is judged as *excellent*. To
 149 qualify as *excellent*, the candidate should have published a significant number of high
 150 quality refereed articles. Book chapters of comparable quality published by prestigious
 151 university or commercial academic presses are also considered. Monographs and
 152 authored books published by prestigious university or commercial academic presses
 153 would also be considered as evidence for such a research agenda.

154 In addition, candidates should typically have served as a principal investigator on
 155 external grants of a caliber that demonstrate the national prominence of their scholarship.
 156 This includes grants from federal agencies, prestigious foundations, or significant levels
 157 of state funding. A co-principal investigator may be considered the equivalent of a
 158 principal investigator if the candidate demonstrates a significant leadership role in the
 159 project. Candidates who have not served as principal investigators on grants should
 160 present comparable evidence of the national recognition of the quality and status of their
 161 research. Examples include (but are not limited to): having made a substantial
 162 contribution as a co-investigator on multiple grants or receiving one or more nationally
 163 prominent fellowships, awards, or appointments. In addition, candidates should
 164 demonstrate significant activity in additional research roles, such as book or journal
 165 editor, editorial board member, conference session organizer or participant, a consultant
 166 on external awards, journal referee, grant reviewer, or book reviewer.

167

168

TEACHING

169 Teaching is of great importance in the evaluation of candidates for promotion
 170 and/or tenure. Candidates are expected to be engaged in activities related to classroom
 171 instruction and individual mentoring. The ways in which faculty participate in these
 172 types of activities vary by program area as well as by individual areas of expertise. The
 173 candidate for promotion and/or tenure must submit written evidence of effective teaching,
 174 with the dossier organized according to the categories in the college manual. In assessing
 175 the quality of teaching, the department will evaluate candidates based on the whole body

176 of evidence presented in the dossier, taking into account the diverse ways in which
177 faculty in the Psychology department participate in classroom-related instructional and
178 mentoring activities.

179 **Evaluation of Teaching**

180 **Promotion to and/or Tenure at the Rank of Associate Professor**

181 As stated in the college manual, promotion and/or tenure is available only to those
182 who are judged to be *excellent* in teaching. A candidate will be judged to be *excellent* in
183 teaching if the evidence indicates that the candidate is highly effective at classroom-
184 related teaching and is developing effectiveness in mentoring students outside of the
185 classroom.

186 Highly effective candidates will demonstrate diligent and thoughtful course
187 development, preparation, and/or execution. One set of markers of effectiveness in
188 classroom instruction includes the pattern of scores and tone of comments across student
189 course evaluations, which are evaluated taking into account such factors as the type of
190 course. Additionally, other materials provided in candidates' teaching portfolios,
191 including pedagogical publications and teaching awards, will also be used to gauge
192 effectiveness.

193 For promotion to associate professor with tenure, the candidate is expected to be
194 developing and demonstrating a commitment to mentoring students outside of the
195 classroom. Involvement in mentoring typically includes (a) chairing one or more
196 completed or ongoing dissertation and/or thesis committee(s), (b) being a member of
197 additional dissertation and/or thesis committees, (c) preparation or evaluation of
198 departmental Ph.D. exams, and (d) mentoring undergraduate and/or graduate students, for
199 example through supervising honors theses, directed readings, and research or applied
200 practica. Other mentoring activities described in candidates' dossiers (e.g., postdoctoral
201 or post-baccalaureate supervision) will also be evaluated.

202 Effectiveness of mentoring is gauged by evidence of students' successful
203 endeavors connected with the candidate's mentorship. Examples of such endeavors for
204 graduate students include authorship on publications and professional presentations at
205 local, regional, national, or international conferences; submission and award of doctoral
206 fellowships and grants; student awards; and other accomplishments relevant to students'
207 specific program of study and career trajectory. Examples for undergraduate students
208 include student awards, publications, or presentations at university, regional, national, or
209 international professional conferences.

210 **Promotion to and/or Tenure at the Rank of Professor**

211 As stated in the college manual, promotion to and/or tenure at the rank of
212 professor is available only to those who are judged to be *excellent* in teaching. A
213 candidate will be judged to be *excellent* in teaching if the evidence indicates that the
214 candidate is highly effective at classroom-related teaching and has an established record
215 of effectiveness in mentoring students outside of the classroom.

216 Highly effective candidates will demonstrate diligent and thoughtful course
217 development, preparation, and/or execution. One set of markers of effectiveness in
218 classroom instruction includes the pattern of scores and tone of comments across student

219 course evaluations, which are evaluated taking into account factors such as the type of
 220 course. Additionally, other materials provided in candidates' teaching portfolios,
 221 including pedagogical publications and teaching awards, will also be used to gauge
 222 effectiveness.

223 For promotion to professor, the expectation is that the candidate will have a
 224 record of highly involved and effective mentoring outside the classroom. Involvement in
 225 mentoring typically includes (a) chairing multiple completed dissertation committee(s),
 226 (b) being a member on additional dissertation and/or thesis committees, (c) preparation or
 227 evaluation of departmental Ph.D. exams, and (d) mentoring undergraduate and/or
 228 graduate students, for example through supervising honors theses, directed readings, and
 229 research or applied practica. Involvement in other mentoring activities described in
 230 candidates' dossiers (e.g., postdoctoral or post-baccalaureate supervision) will also be
 231 evaluated.

232 Effectiveness of mentoring is gauged by evidence of students' successful
 233 endeavors connected with the candidate's mentorship. Examples of such endeavors for
 234 graduate students include authorship on publications and professional presentations at
 235 local, regional, national, or international conferences; submission and award of doctoral
 236 fellowships and grants; and other accomplishments relevant to students' specific program
 237 of study and career trajectory. Examples for undergraduate students include publications
 238 or presentations at university, regional, or national professional conferences.

239

240

SERVICE

241 Service to one's colleagues, to the department, to the college, and to the
 242 University is a very important element in judging faculty's contributions and
 243 performance. Faculty also provide service to their academic discipline, usually by
 244 participating in the operation of professional associations as officers or committee or
 245 board members. In addition, psychology, as a field of study concerned with
 246 psychological issues and problems, is conducive to useful, discipline-relevant forms of
 247 community service, so efforts at applying psychological knowledge and methods to
 248 address community concerns are highly valued in our department.

249 Neither the college nor the Department of Psychology asks the same quantity and
 250 quality of service contributions from faculty in junior and senior ranks. The information
 251 given below indicates what we in the Department of Psychology consider important
 252 forms of service for junior and senior faculty and provides some guidelines for judging
 253 different levels of quality when evaluating candidates' work in the area of service.
 254 Candidates must submit written evidence of service activity related to their areas of
 255 professional competence according to the Categories for Service in the College of Arts
 256 and Sciences Promotion and Tenure Manual.

Evaluation of Service

Promotion to and/or Tenure at the Rank of Associate Professor

259 For promotion to and/or tenure at the rank of associate professor the candidate
 260 must be evaluated as *good* in service. Candidates will be judged *good* if they been active
 261 in assistance to colleagues and carried out the service tasks that were assigned to them.

262 **Promotion to and/or Tenure at the Rank of Professor**

263 For promotion to and/or tenure at the rank of professor the candidate must be
264 evaluated as *very good* in service. Candidates will be judged *very good* if they have (a)
265 been active in assistance to colleagues, (b) carried out the service tasks assigned to them
266 and, (c) effectively assumed major service roles that serve the mission of the university.
267 In addition, candidates may have made significant contributions to professional
268 associations or to other organizations (e.g., non-profits, businesses) that benefit from the
269 candidate's expertise as a psychologist.

270 **APPENDIX I:**

271 **RATINGS GUIDELINES FOR PRE-TENURE REVIEW**

272

273

274 **A. Professional Development**

275

276 **Outstanding:** The faculty member's scholarly work is of rare quality and unquestioned
 277 importance. In such instances, faculty may publish significant numbers of refereed
 278 articles in top tier journals and serve a leading role (e.g., PI, PD, Co-PI) on multiple or
 279 particularly prestigious externally funded projects, in addition to meeting the criteria for
 280 excellent outlined below.

281

282 **Excellent:** The evidence indicates that the faculty member produces high quality
 283 scholarship. The faculty member demonstrates a research program with a trajectory
 284 towards a national/international reputation. The faculty member has published a
 285 significant number of high quality refereed articles. Book chapters of comparable quality
 286 published by prestigious university or commercial academic presses are also considered.
 287 The faculty member demonstrates efforts to obtain external support for their scholarly
 288 work. The faculty member also demonstrates significant activity in additional roles
 289 related to professional development, such as book or journal editor, editorial board
 290 member, conference session organizer or participant, consultant on external awards,
 291 journal referee, grant reviewer, or book reviewer.

292

293 **Very Good:** The evidence indicates the faculty member has not yet consistently produced
 294 high quality scholarship. The faculty member has published some high quality refereed
 295 articles and/or book chapters of comparable quality published by prestigious university or
 296 commercial academic presses. The faculty member demonstrates some activity in
 297 additional roles related to professional development, such as book or journal editor,
 298 editorial board member, conference session organizer or participant, consultant on
 299 external awards, journal referee, grant reviewer, or book reviewer.

300

301 **Good:** The evidence indicates that the faculty member has not published a sufficient
 302 number of refereed articles and/or book chapters of comparable quality. Although the
 303 faculty member may have demonstrated activity in additional roles related to professional
 304 development, such as book or journal editor, editorial board member, conference session
 305 organizer or participant, consultant on external awards, journal referee, grant reviewer, or
 306 book reviewer, this activity does not constitute a substitute for generating a sufficient
 307 number of publications.

308

309 **Fair:** The faculty member is largely inactive in professional development.

310

311 **Poor:** The faculty member maintains no program of professional development.

312 **B. Teaching**

313 Faculty are expected to be engaged in activities related to classroom instruction and
 314 individual mentoring. However, the ways in which faculty participate in these types of
 315 activities vary by program area as well as by individual areas of expertise. In assessing
 316 the quality of teaching, the department will evaluate faculty based on the whole body of
 317 evidence presented in their teaching portfolios, taking into account the diverse ways in
 318 which faculty in the department participate in classroom-related instructional and
 319 mentoring activities. The department also takes into consideration that factors such as
 320 research obligations and other responsibilities affect the quantity of classroom-related
 321 teaching year to year.

322
 323 **Outstanding:** The record of highly effective instruction and student mentoring exceeds
 324 the criteria for excellent described below. For instance, the student evaluation scores and
 325 comments suggest inspirational performance in the classroom; the course material
 326 presented shows exceptional preparation; the faculty member demonstrates very high
 327 levels of involvement and effectiveness in mentoring students, as indicated, for example,
 328 by training grants or student awards; and there is other additional evidence of outstanding
 329 achievement in instruction. For example, the faculty member may have published a
 330 textbook or peer reviewed article on the science of pedagogy, or received one or more
 331 teaching awards.

332
 333 **Excellent:** The evidence indicates highly effective classroom teaching and highly
 334 involved and effective mentoring of students outside of the classroom. Highly effective
 335 faculty will demonstrate diligent and thoughtful course development, preparation, and/or
 336 execution. Another set of markers of effectiveness in classroom instruction includes the
 337 pattern of scores and tone of comments across student course evaluations, which are
 338 evaluated taking into account such factors as the type of course. Additional evidence of
 339 teaching effectiveness (e.g., learning outcomes) can also be reported in the portfolio for
 340 evaluation. Highly involved mentoring typically includes (a) chairing one or more
 341 completed or ongoing dissertation and/or thesis committee(s); (b) being a member of
 342 additional dissertation and/or thesis committees; (c) preparation or evaluation of
 343 departmental Ph.D. exams; and (d) mentoring undergraduate and/or graduate students, for
 344 example through supervising honors theses, directed readings, and research or applied
 345 practica. Other mentoring activities described in candidates' dossiers (e.g., postdoctoral
 346 or post-baccalaureate supervision) will also be evaluated. Effectiveness of mentoring is
 347 gauged by evidence of students' endeavors connected with the candidate's mentorship.
 348 Examples of such endeavors for graduate students include authorship on publications and
 349 professional conference presentations, submission and award of doctoral fellowships and
 350 grants, and other activities relevant to students' specific program of study and career
 351 trajectory. Effective mentoring is a process that may unfold over several years.

352 **Very Good:** The evidence indicates effective classroom teaching and moderate
 353 involvement and effectiveness in mentoring students. Effective faculty will demonstrate
 354 diligent course development, preparation, and/or execution. Markers of classroom
 355 teaching effectiveness are described above. Moderately involved mentoring typically
 356 includes being a member of dissertation and/or thesis committees, plus some evidence of
 357 individual supervision of graduate and/or undergraduate students, for example through
 358 chairing a dissertation or thesis committee, supervising honors theses, directed readings,
 359 and research or applied practica.

360

361 **Good:** The faculty member does not meet criteria for a rating of very good, but at least
 362 demonstrates competence in classroom-related teaching, based on the markers of
 363 effectiveness described above.

364

365 **Fair:** The evidence indicates a minimally acceptable record of teaching based on the
 366 markers of effectiveness described above, minimal involvement and effectiveness in
 367 mentoring students, ineffective pedagogical techniques and inadequate effort as an
 368 instructor that results in the deficient transmission of the course content to students.

369

370 **Poor:** The evidence indicates an unacceptable record of teaching based on the markers of
 371 effectiveness described above, minimal and ineffective or no involvement in mentoring
 372 students, ineffective pedagogical techniques and inadequate effort as an instructor that
 373 results in the deficient transmission of the course content to students.

374

375

376 C. Service

377

378 **Outstanding:** A faculty member will be judged *outstanding* in service if criteria for
 379 *excellent* are met and s/he has been substantially active and engaged in a professional
 380 organization or won a prestigious service award.

381

382 **Excellent:** A faculty member will be judged *excellent* in service if the criteria for *very*
 383 *good* are met and s/he has been active and effective in significant service. Typically this
 384 includes significant service outside of the department or holding a major leadership role
 385 within the department.

386

387 **Very Good:** The faculty member has (a) been active in assistance to colleagues, (b)
 388 carried out the service tasks assigned and, (c) effectively assumed service roles that serve
 389 the mission of the department (e.g., membership on a standing departmental committee,
 390 chairing a faculty search committee).

391

392 **Good:** The faculty member has been active in assistance to colleagues and carried out the
 393 service tasks that were assigned.

394

395 **Fair:** The faculty member manifests the bare minimum of significant service
 396 accomplishments. The faculty member may serve on departmental committees, but
 397 makes few effective contributions to the business of those committees.

398 **Poor:** The faculty member manifests no significant service accomplishments and does
399 not carry out service roles assigned. The faculty member may serve on other
400 departmental committees, but without a documentable impact.

401 **APPENDIX II:**

402 **RATINGS GUIDELINES FOR POST-TENURE REVIEW**

403

404

405 **A. Professional Development**

406

407 **Outstanding:** The faculty member's scholarly work is of rare quality and unquestioned
 408 importance. In such instances, faculty may publish significant numbers of refereed
 409 articles in top tier journals and serve a leading role (e.g., PI, PD, Co-PI) on multiple or
 410 particularly prestigious externally funded projects, in addition to meeting the criteria for
 411 excellent outlined below.

412

413 **Excellent:** The evidence indicates that the faculty member produces high quality
 414 scholarship. The faculty member demonstrates a research program with an established
 415 national/international reputation. The faculty member has published a significant number
 416 of high quality refereed articles. Book chapters of comparable quality published by
 417 prestigious university or commercial academic presses are also considered. The faculty
 418 member has a track record of external grant funding that demonstrates the
 419 national/international prominence of their scholarship. The faculty member also
 420 demonstrates significant activity in additional roles related to professional development,
 421 such as book or journal editor, editorial board member, conference session organizer or
 422 participant, consultant on external awards, journal referee, grant reviewer, or book
 423 reviewer.

424

425 **Very Good:** The evidence indicates that the faculty member produces quality scholarship
 426 but has not continued to demonstrate a trajectory consistent with significant
 427 national/international impact. The faculty member has published some high quality
 428 refereed articles and/or book chapters of comparable quality published by prestigious
 429 university or commercial academic presses. The faculty member demonstrates some
 430 activity in additional roles related to professional development, such as book or journal
 431 editor, editorial board member, conference session organizer or participant, consultant on
 432 external awards, journal referee, grant reviewer, or book reviewer.

433

434 **Good:** The evidence indicates that the faculty member is not consistently publishing a
 435 sufficient number of refereed articles and/or book chapters of comparable quality.
 436 Although the faculty member may currently be insufficiently active in additional roles
 437 related to professional development, such as book or journal editor, editorial board
 438 member, conference session organizer or participant, consultant on external awards,
 439 journal referee, grant reviewer, or book reviewer, this activity does not constitute a
 440 substitute for generating a sufficient number of publications.

441

442 **Fair:** The faculty member is largely inactive in professional development.

443

444 **Poor:** The faculty member maintains no program of professional development.

445 **B. Teaching**

446 Faculty are expected to be engaged in activities related to classroom instruction and
 447 individual mentoring. However, the ways in which faculty participate in these types of
 448 activities vary by program area as well as by individual areas of expertise. In assessing
 449 the quality of teaching, the department will evaluate faculty based on the whole body of
 450 evidence presented in their teaching portfolios, taking into account the diverse ways in
 451 which faculty in the department participate in classroom-related instructional and
 452 mentoring activities. The department also takes into consideration that factors such as
 453 research obligations and other responsibilities affect the quantity of classroom-related
 454 teaching year to year.

455
 456 **Outstanding:** The record of highly effective instruction and student mentoring exceeds
 457 the criteria for excellent described below. For instance, the student evaluation scores and
 458 comments suggest inspirational performance in the classroom; the course material
 459 presented shows exceptional preparation; the faculty member demonstrates very high
 460 levels of involvement and effectiveness in mentoring students, as indicated, for example,
 461 by training grants or student awards; and there is other additional evidence of outstanding
 462 achievement in instruction. For example, the faculty member may have published a
 463 textbook or peer reviewed article on the science of pedagogy, or received one or more
 464 teaching awards.

465
 466 **Excellent:** The evidence indicates highly effective classroom teaching and highly
 467 involved and effective mentoring of students outside of the classroom. Highly effective
 468 faculty will demonstrate diligent and thoughtful course development, preparation, and/or
 469 execution. Another set of markers of effectiveness in classroom instruction includes the
 470 pattern of scores and tone of comments across student course evaluations, which are
 471 evaluated taking into account such factors as the type of course. Additional evidence of
 472 teaching effectiveness (e.g., learning outcomes) can also be reported in the portfolio for
 473 evaluation. Highly involved mentoring typically includes (a) chairing multiple completed
 474 or ongoing dissertation committees; (b) being a member of additional dissertation and/or
 475 thesis committees; (c) preparation or evaluation of departmental Ph.D. exams; and (d)
 476 mentoring undergraduate and/or graduate students through, for example, supervising
 477 honors theses, directed readings, and research or applied practica. Other mentoring
 478 activities described in candidates' dossiers (e.g., postdoctoral or post-baccalaureate
 479 supervision) will also be evaluated. Effectiveness of mentoring is gauged by evidence of
 480 students' endeavors connected with the candidate's mentorship. Examples of such
 481 endeavors for graduate students include authorship on publications and professional
 482 conference presentations, submission and award of doctoral fellowships and grants, and
 483 other activities relevant to students' specific program of study and career trajectory.
 484 Effective mentoring is a process that may unfold over several years.

485 **Very Good:** The evidence indicates effective classroom teaching and moderate
 486 involvement and effectiveness in mentoring students. Effective faculty will demonstrate
 487 diligent course development, preparation, and/or execution. Markers of classroom
 488 teaching effectiveness are described above. Moderately involved mentoring typically
 489 includes being a member of dissertation and/or thesis committees, plus some evidence of
 490 individual supervision of graduate and/or undergraduate students, for example through
 491 chairing a dissertation or thesis committee, supervising honors theses, directed readings,
 492 and research or applied practica.

493

494 **Good:** The faculty member does not meet criteria for a rating of very good, but at least
 495 demonstrates competence in classroom-related teaching, based on the markers of
 496 effectiveness described above.

497

498 **Fair:** The evidence indicates a minimally acceptable record of teaching based on the
 499 markers of effectiveness described above, minimal involvement and effectiveness in
 500 mentoring students, ineffective pedagogical techniques and inadequate effort as an
 501 instructor that results in the deficient transmission of the course content to students.

502

503 **Poor:** The evidence indicates an unacceptable record of teaching based on the markers of
 504 effectiveness described above, minimal and ineffective or no involvement in mentoring
 505 students, ineffective pedagogical techniques and inadequate effort as an instructor that
 506 results in the deficient transmission of the course content to students.

507

508

509 C. Service

510

511 **Outstanding:** A faculty member will be judged *outstanding* in service if criteria for
 512 *excellent* are met and s/he has been substantially active and engaged in a professional
 513 organization or won a prestigious service award.

514

515 **Excellent:** A faculty member will be judged *excellent* in service if the criteria for *very*
 516 *good* are met and s/he has been active and effective in significant service. Typically this
 517 includes significant service outside of the department or holding a major leadership role
 518 within the department.

519

520 **Very Good:** The faculty member has (a) been active in assistance to colleagues, (b)
 521 carried out the service tasks assigned and, (c) effectively assumed service roles that serve
 522 the mission of the department (e.g., membership on a standing departmental committee,
 523 chairing a faculty search committee).

524

525 **Good:** The faculty member has been active in assistance to colleagues and carried out the
 526 service tasks that were assigned.

527

528 **Fair:** The faculty member manifests the bare minimum of significant service
 529 accomplishments. The faculty member may serve on departmental committees, but
 530 makes few effective contributions to the business of those committees.

531 **Poor:** The faculty member manifests no significant service accomplishments. The faculty
532 member may serve on departmental committees, but without a documentable impact.