

**DEPARTMENT OF PSYCHOLOGY
PROMOTION AND TENURE GUIDELINES**

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

Policy Title:	Department of Psychology Promotion and Tenure Guidelines
Version:	3
Department Approval:	01/30/2013
College Approval:	Promotion and Tenure Review Board, 02/05/2014

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.

APPENDIX II:

RATINGS GUIDELINES FOR POST-TENURE REVIEW

A. Professional Development

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

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

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

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

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

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.