

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY



- 6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching as applicable,

expectations, goals and objectives, grading, and attendance policies and the timely provision of copies to students.

6.1.2.4 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

6.1.3.4 The ability to lead, promote, and/or participate in successful credit-bearing experiences in community engagement, service-learning, international education, and global engagement.

6.1.3.5 Ability to create an inclusive and respectful environment.

6.1.4 In Psychology, we also value teaching that engages students in addressing professional, community, and social issues and needs.

6.1.5 Psychology faculty members are generally expected to teach and contribute to the core curriculum of the program, as well as the upper level offerings in the program. Faculty shall also contribute to the University-wide general studies curriculum, and are encouraged, when appropriate, to contribute to tracks and/or minor programs related to interest and expertise, as well as to the University's writing and quantitative reasoning offerings.

6.1.5.1 Special courses, such as those taught as fulfillment of grant obligations, experimental programs, statewide programs, or University-wide programs will count in place of general studies expectations, provided that such course offerings are in keeping with the missions of the program and the University.

6.1.6

with the University and program missions. The following are some examples of how Psychology Program faculty members can document teaching effectiveness:

- 6.1.6.1 Systematic student evaluations of classroom teaching (IDEA).
- 6.1.6.2 Independent self-evaluation of teaching. Examples include, but are not limited to:
 - 6.1.6.2.1 A reflective statement or teaching philosophy.
 - 6.1.6.2.2 Independent self-assessments of pedagogy conducted during courses.
- 6.1.6.3 Peer review of syllabi, exams, and other teaching materials. While this is expected to be a component of the peer evaluation of classroom teaching, these items should also be included in the candidate's file.
- 6.1.6.4 Peer observation and evaluation of classroom teaching. In accordance with the procedures detailed in section II.B.3.b.(3) of the University Procedure for Evaluation of Faculty and Library Faculty, prior to tenure, faculty members shall be observed and evaluated in at least two classes annually by a tenured faculty member.
- 6.1.6.5 Evidence of the impact of teaching on scholarship or service. Examples include, but are not limited to:
 - 6.1.6.5.1 Supervisory roles in projects for distinction and/or independent studies and/or field placements.
 - 6.1.6.5.1.1 Committee membership in projects for distinction is also highly valued, with the understanding that the depth of contributions by faculty supervisors is greater than that of faculty committee members.
 - 6.1.6.5.2 Student/faculty collaborations through co-authored conference presentations.
 - 6.1.6.5.3 Student/faculty collaborations through co-authored published/accepted manuscripts.

- 6.1.6.8 Letters from former students. Faculty seeking tenure and promotion may include solicited or unsolicited letters from former students to include in their file.
- 6.1.6.9 Recognition of teaching excellence (awards). Awards by student or by peer proxy will be equally weighted.
- 6.1.6.10 Universitywide pedagogical initiatives. Examples may include, are not limited to:
 - 6.1.6.10.1 Participation in Universitywide assessment of pedagogy.
 - 6.1.6.10.2 Course contributions to externally funded grant initiatives.
 - 6.1.6.10.3 Engagement in Universitywide programs or initiatives aimed at enhancing pedagogy where there is systematic assessment of pedagogy objectives.
- 6.1.6.11 Additional evidence of teaching excellence not already mentioned or that may arise from opportunities, as deemed appropriate by faculty members.

A

A

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in the scholarship or creative activity of one's disciplinary and/or interdisciplinary work, consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

A

B

B

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement, service-learning, artistic or creative activity, and grant writing. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The University recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved School and Program standards.

In Psychology, time and effort required to complete scholarly activity varies markedly, and it is impractical to specify these amounts prerequisite for promotion. Faculty members are encouraged, instead, to develop and maintain a program of research that demonstrates their capacity to bring scholarly projects to a close, and to follow a time course appropriate to the scope, nature, and their involvement in the knowledge product.

- 6.2.4** The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process.

Typically, central to judgments regarding scholarly and creative activity are:

- 6.2.4.1** The capacity to bring scholarly or creative projects to completion.
- 6.2.4.2** A mix of scholarly activities appropriate to one's appointment e.g., in some cases scholarly activity will be primary, in others creative activity.
- 6.2.4.3** Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, ad hoc groups, such as evaluation, judging, or refereeing panels.
- 6.2.4.4** Documentation of the impact of one's work
X with

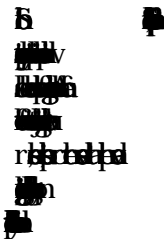
6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.

6.2.4.6.2 Articles, essays, and creative writing should be published in appropriate scholarly/creative journals or venues, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears, in particular, its scholarly/creative reputation and whether or not the journal or proceedings are peer reviewed.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.



6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).

6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

6.2.4.6.7 Where reviews are included in a file as evidence of the worth of scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication. As specified in School and/or Program standards.

6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.

6.2.4.6.10

6.2.5.1.1 Research grants, received and applied for, ~~farther~~ further evidence of an active research program. Externally funded competitive grants are considered equivalent in weight to peer reviewed publications, the rationale being that funded grants have undergone a rigorous peer review process. Grants not funded ~~may~~ may be considered scholarly if they are favorably evaluated by objective peer reviewers. The competitiveness and scope of funded grants will be considered and may be ~~weighed~~ weighed heavily than any single publication.

6.2.5.1.2 Conference presentations are an additional way to disseminate the results of scholarship. Conference presentations are a valuable addition to the scholarship portfolio. However, they are generally not valued as highly as peer reviewed publications. Presentations at international or national meetings of leading organizations in one's field are generally more highly valued than those at regional venues, which are more highly valued than statewide or local venues.

6.2.5.1.3. Scholarly leadership is also valued, where faculty who chair or organize a conference also disseminate the conference proceedings to an audience of their professional peers. It is expected that the content of the proceedings be peer-reviewed.

6.2.5.1.4. Scholarship disseminated digitally as open source or open access may also be considered equivalent to traditional publications when their impact is high in use or collaboration, and favorably evaluated by objective peer reviewers.

6.2.5.2 Nature of the product's content. Publications may include original research in the candidate's field of study, interdisciplinary scholarship, pedagogical research, and scholarship in areas outside the candidate's specialty. Digital scholarship may include building new technological ~~tools~~ and archival resources, significant contribution to open source data archives, analyzing and curating big data, and digital publishing. Except in unusual circumstances, scholarship of Psychology faculty should enrich or advance the understanding of ~~human~~ animal behavior.

6.2.5.3 Nature of the faculty member involvement. Faculty members will be evaluated by the quality and quantity of their contributions to the scholarly product, where quality is defined by the importance of contribution to the field, type of publication, quality and reputation of the publication and ~~presentation~~ presentation venue, and the faculty member's role in bringing the product to completion. The faculty member is expected to provide evidence of the quality of their contribution. In addition, the program places very high value on scholarship that includes students ~~as~~ presenters, ~~co~~ participants, and/or co-authors, and all such work should be documented.

6.2.5.4 Primary audience of user-group product

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation, and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. Sustained, significant service is expected to meet the minimum requirement for this responsibility. Compensated service is generally not sufficient to meet the minimum requirements; however, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.

6.3.4.1 A faculty member's service activities should be well integrated into his/her philosophy, expertise, and capabilities. These activities should, in general, be consistent with program and University missions.

6.3.4.2

- 6.3.5.4 Faculty members are expected to provide evidence for the impact, effectiveness, and their individual roles in service activities.
- 6.3.6 While all faculty are expected to engage in program service, the amount and type of community and professional service is expected to vary along with the strengths and interests of the faculty member.
 - 6.3.6.1 Because different skills and different emphases, faculty are expected to direct their service efforts towards those activities that are congruent with individual strengths, interests, and faculty plans.
 - 6.3.6.2 Where appropriate, individual faculty members may shift their balance of effort among community, professional, University and program service. Periodically, we should review the amount of service provided by individual faculty members to ensure that the balance of effort is appropriate for each individual faculty member.

- 6.3.7.2 Leading or serving on Psychology Program's Committees and assisting with various program initiatives.
 - 6.3.7.3 Contributing to the planning of the future of the program
 - 6.3.7.4 Serving as advisor to the Psychology Club or Stockton Psi Chi Chapter.
 - 6.3.7.5 Mentoring new faculty members.
 - 6.3.7.6 Working in a collegial fashion with colleagues within psychology and in programs.
 - 6.3.7.7 Scholarship involving students as research assistants, or membership on projects for distinction committees, with the understanding that the depth of contributions by faculty supervisors is greater than that of faculty committee members.
- 6.3.8 Examples of University service include, but are not limited to:
- 6.3.8.1 Active participation on Universitywide committees.
 - 6.3.8.2 Becoming a member of the Faculty Senate.
 - 6.3.8.3 Being a member of Board of Trustee committee(s).
 - 6.3.8.4 Active participation in Universitywide task forces.
 - 6.3.8.5 Participating in activities of the SFT (Stockton Federation of Teachers), becoming an officer, etc.
 - 6.3.8.6 Scholarly presentations to the University community.
 - 6.3.8.7 Organizing conferences or other events at the University.
 - 6.3.8.8 Serving as an advisor to nonpsychology student organizations.
 - 6.3.8.9 Guest lecturing to courses in other programs or Schools.
 - 6.3.8.10 Attendance at various University functions.
- 6.3.9 Examples of professional service include, but are not limited to:
- 6.3.9.1 Chairing panels at local, regional, national, or international conferences.
 - 6.3.9.2 Serving as a reader for conferences, journals, or publishing houses.
 - 6.3.9.3 Serving on committees of psychology organizations or other professional organizations related to one's training.
 - 6.3.9.4 Serving as an officer of psychology organizations or other organization related to one's training.

- 6.3.9.5 Practicing psychology, including preparation for licensure examination (case preparation, supervised clinical hours) psychological assessment, psychotherapy, and consulting work.
- 6.3.9.6 Fieldwork relating to a faculty member's disciplinary knowledge such as consulting, assessment, directing nonprofit organizations, providing leadership on committees or

Updated 9/2022

require specific approval from the Dean. In such circumstances, the NTTP shall be accessible to students, instructors, and staff through in-person, electronic, telephonic, or written modes of communication.

NTTPs will be expected to contribute service to the program, school, and the university, such as by serving on committees and actively participating in the committees' work. The nature of this service may vary with programmatic needs and the capabilities of the NTTPs.

6.4.1 NTTP will be held to the same teaching and service standards outlined in sections 6.1 and 6.3 of this document

sn

sn

sn

sn

sn

sn

sn

sn

sn

sn

sn

sn