

Psychology Department

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

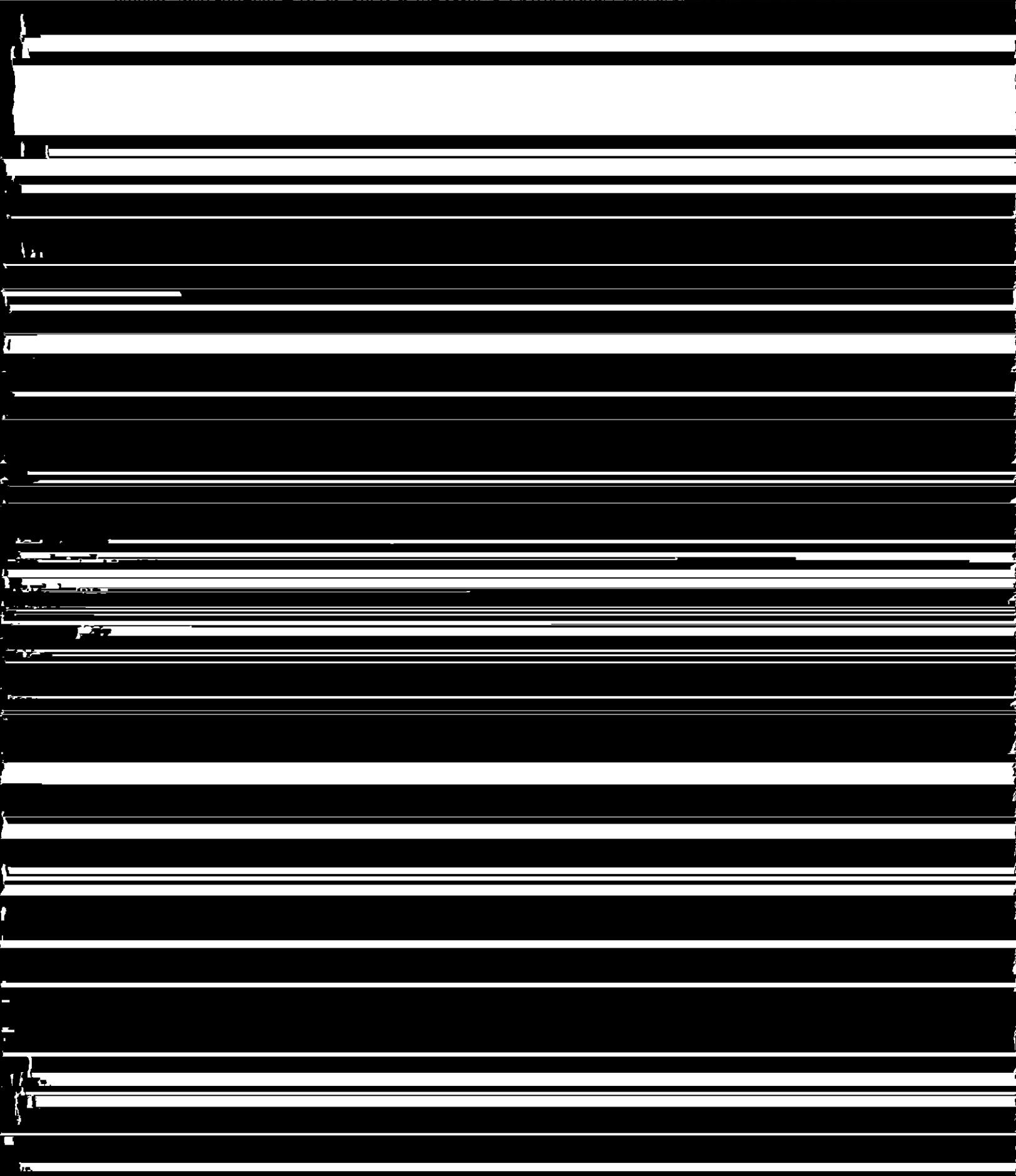
The Departmental Tenure and Recontracting Committee will adopt the following weighting system for the evaluation of candidates.

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

The candidate has the right to request to modify the balance beyond the ranges stated above. If any modification occurs, it must be documented that it is connected directly to the professional development plan of the candidate and must have the concurrence of the

Guidelines for the Evaluation of Classroom Performance (The committee relies primarily

student instructional surveys such as the Banner instructional evaluation system and the SIR

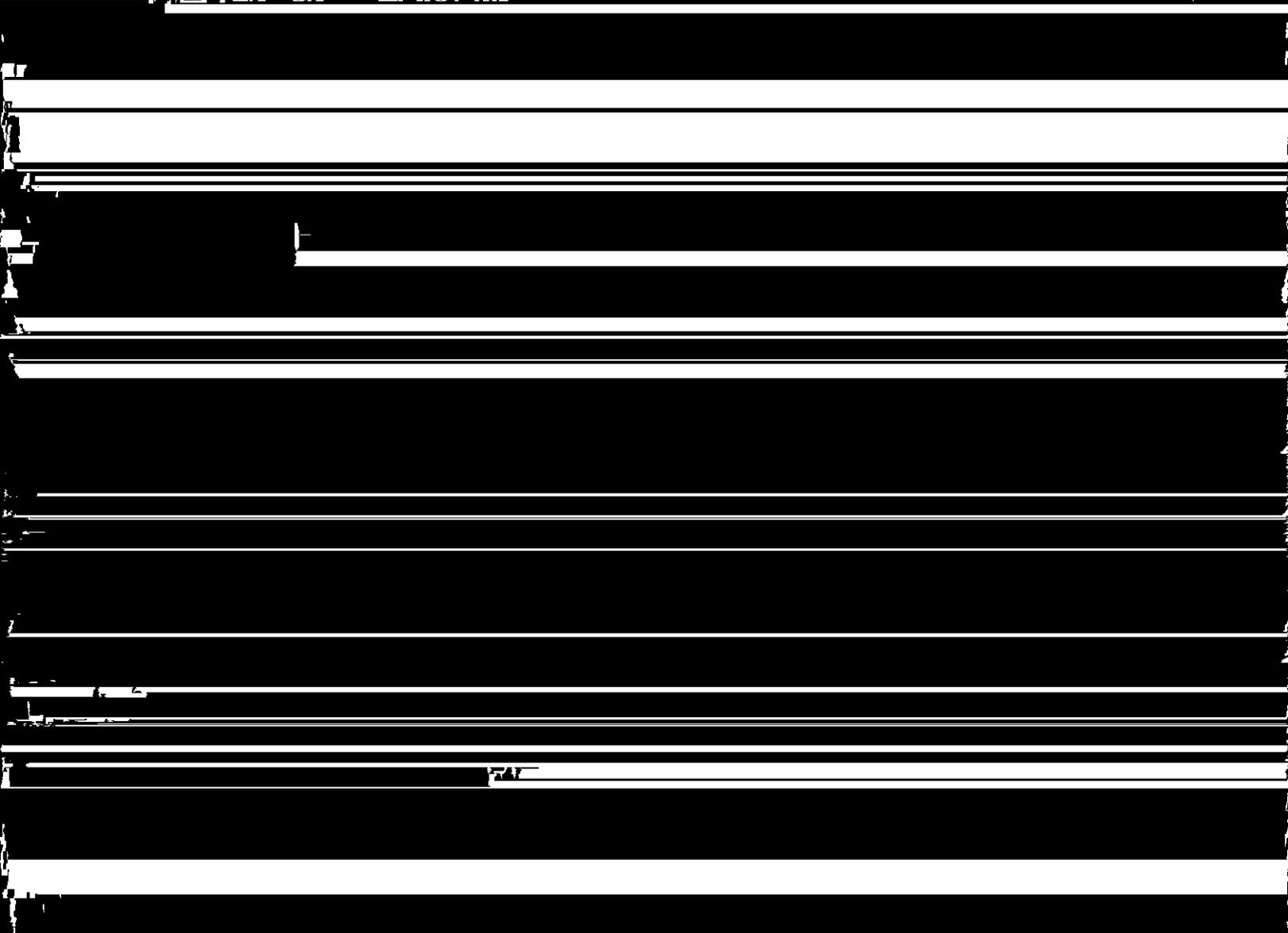


It is the faculty member's role to offer academic and career choice advice. This includes advice about course selection, internships, scholarships, postgraduate examination requirements, etc. In addition, a candidate will encourage the student to make additional contacts regarding career opportunities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

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

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

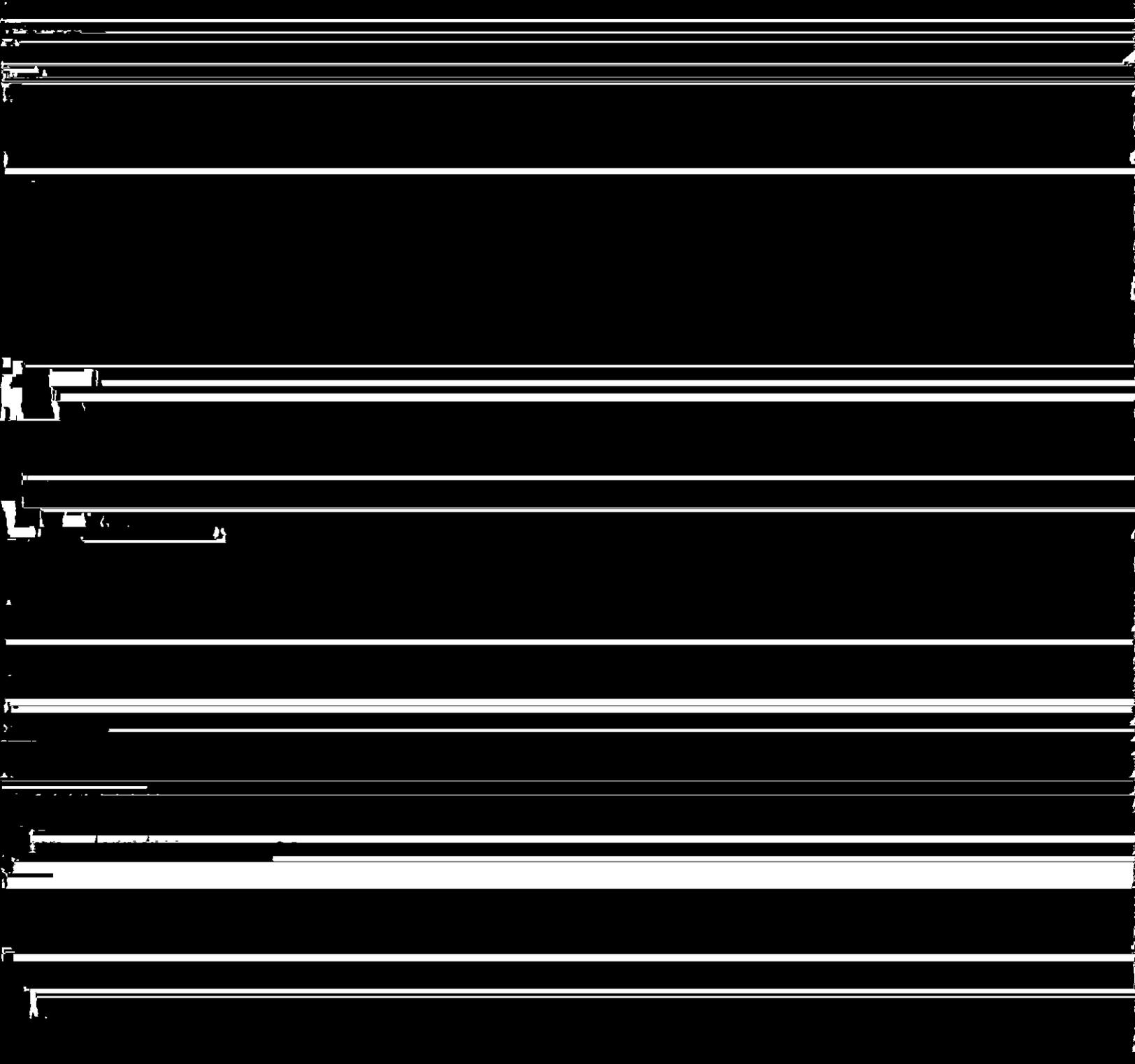
Other areas that could be included in the assessment are conducting instructional and classroom research to benefit the teaching-learning experience, attending and participating in professional development activities, maintaining currency in discipline-specific and pedagogical concepts, collaborating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



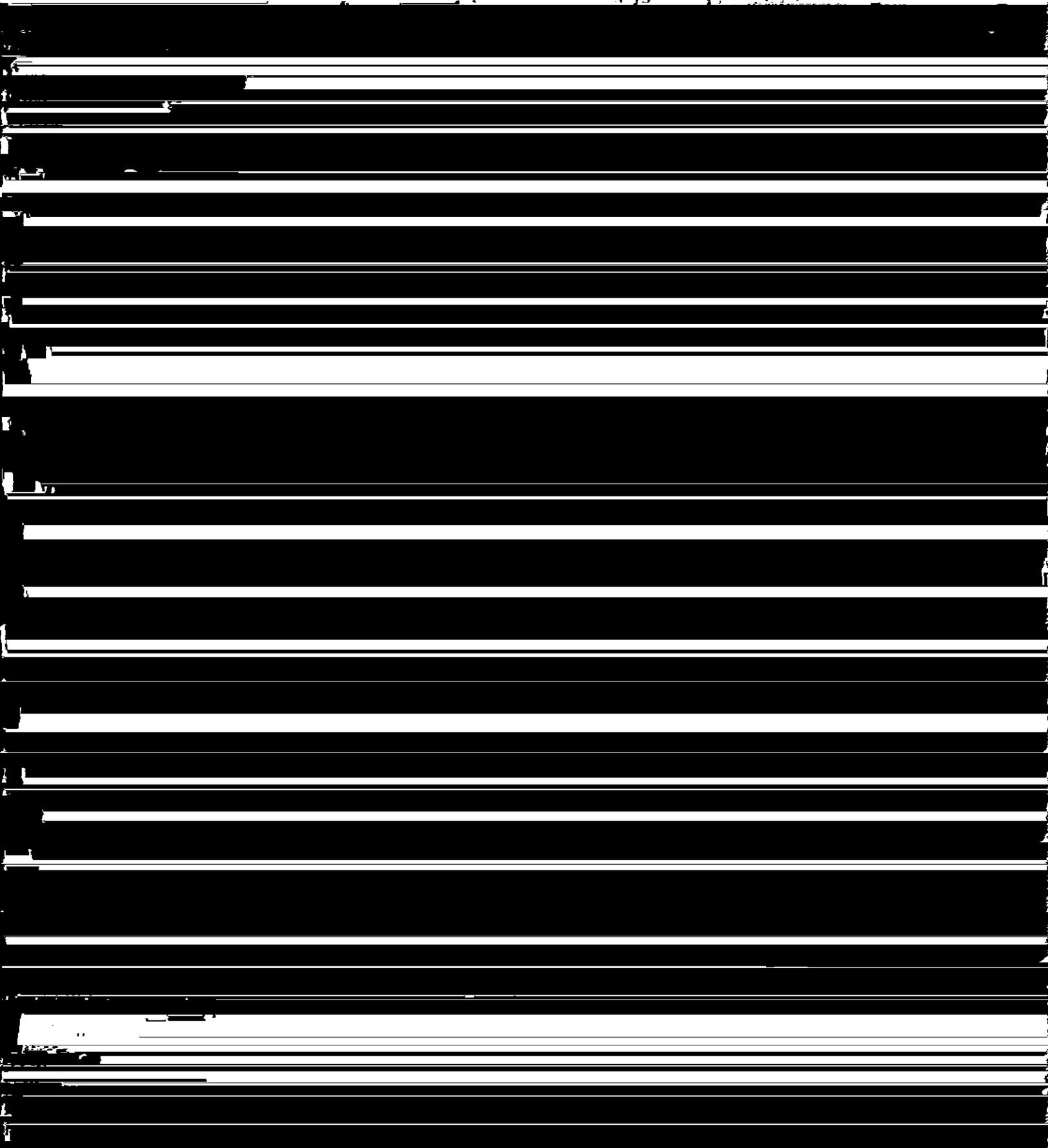
evaluations (from different peers) from courses taught in the previous two academic years in which the candidate taught classes. At the candidate's discretion, evaluations from summer courses may be used. If the Rowan University and AFT Tenure/Recontracting agreement specifies other restrictions, these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

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

This section shall include a self-development of learning activities and



not the goal, but rather one possible mechanism towards achieving the goal of maintaining currency.



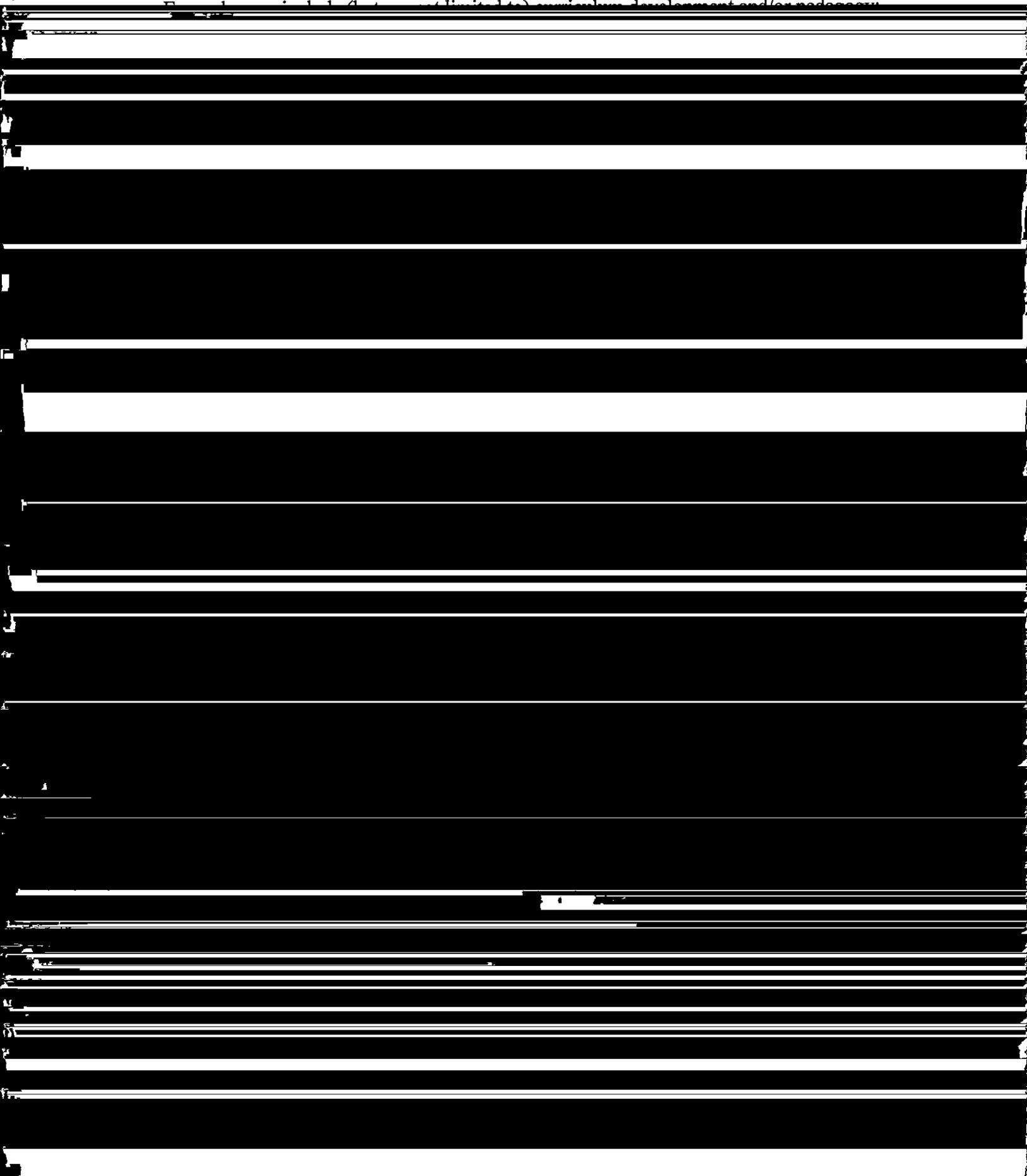
Because of the breadth and depth of subfields and subdisciplines within psychology, faculty may publish articles in highly regarded journals within their specific subdiscipline that do not have a "high" impact or citation score. In these instances, the candidate for tenure will provide documentation that the journal is highly regarded within that subdiscipline or specialized field of study (e.g., evidence that journal is published by the most prestigious society/association within that subdiscipline, providing a list of journals in the subdiscipline with impact scores, or any other method that appears appropriate to the candidate). With respect to conference presentations, national and international research conferences are considered to be more prestigious than regional or local conferences. Because the research within psychology is empirical, poster presentations are considered to be normative in our field; therefore, paper and poster presentations will be considered to be equivalent. Invited presentations, however, are considered to be more prestigious than the acceptance of submitted proposals for presentations.

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

Applicants for tenure will be judged primarily on their establishment of a program of research

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

Examples include, but are not limited to, curriculum development and/or pedagogy



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

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

The Department of Psychology recognizes that service to the Department, College, and

which invited commentary are based, or an invited address at a professional conference.

3. Active participation in professional societies, including chairing of significant committees
4. Attendance at professional, national society meetings and conferences or regional conferences if an instructor
5. Membership in professional societies