

## DEPARTMENT OF PSYCHOLOGY

# PROMOTION AND TENURE STANDARDS AND GUIDELINES

March 3, 2005

### STANDARDS

#### I. Promotion to the Rank of Associate Professor with Tenure.

##### (A) Provisions of the CSU-AAUP Contract (Effective August 16, 2003)

#### **FROM ARTICLE 12**

#### **FACULTY APPOINTMENT, PROMOTION AND TENURE**

#### **12.9 QUALIFICATIONS FOR ACADEMIC RANK**

**C.** Minimum standards for appointment at each faculty rank, in addition to the criterion of an earned doctorate specified above.

**(3) Associate Professor.** Appointment or promotion to the rank of associate professor is based on evidence that the candidate is a fully competent teacher. In addition, the candidate shall demonstrate either:

**a.** significant scholarship in addition to his or her dissertation, although such scholarly work may be an extension or reworking of dissertation material, provided it demonstrates independent creative work;

or

**b.** outstanding intellectual leadership beyond the University community; or

**c.** exceptional achievement as a teacher.

The evaluation shall be made in accordance with the standards set forth in Section 12.12 [**should be 12.13**] of this Agreement.

**(4)...** [see promotion to Professor]

**(5)** Outstanding intellectual leadership for the purposes of these rules means the attainment of a position of prominence in the field which is demonstrated by activities (other than simply holding positions in committees and organizations) evidencing that the candidate has played a major role in developing a policy or program in the field which can be documented by papers, reports or other tangible evidence appropriate to the discipline.

**(6)** Exceptional achievement as a teacher for the purposes of these rules refers to outstanding performance as a teacher in the classroom, significant accomplishments in the development of courses and teaching methods, and significant contributions through the preparation of teaching materials. Evidence of good teaching may include longitudinal peer evaluations, student evaluations, teaching portfolios, papers, reports, and other materials submitted for this purpose.

**(7)** In addition, commitment to acceptable professional ethics and academic responsibility shall be a relevant consideration in appointments and promotion. The University will be guided by the AAUP Statement on Professional Ethics in this regard.

### **12.13 STANDARDS FOR GRANTING PROMOTION AND TENURE**

[Before the expiration of this agreement, a collaborative committee composed of an equal number of faculty appointed by the CSU-AAUP and academic administrators appointed by the administration shall develop specific criteria to assure University-wide application of standards.]

Until such time as new standards are agreed upon, the following shall be considered in evaluating faculty for promotion and tenure:

**A. *Teaching.*** The highest standards are comprehensive knowledge of the field of study, thorough preparation, intense interest in students as well as sensitivity to student interest, open-mindedness, independence and integrity, and above all, intellectual enthusiasm which is transmitted to students.

**B. *Creative Achievement.*** The standard of scholarship requires a working commitment to inquiry and research and to creative achievement. The University obligation for the generation of new knowledge and practices imposes a responsibility for creativity, whether in inquiry and investigation, writing,

design and production, or in the performing and fine arts. In the best of scholars and the best of teachers, creative inquiry is joined with effective classroom teaching. Candidates for promotion/tenure who submit co-authored material for review shall also provide an explanation of their contribution to such materials.

**C. Professional Service.** A University faculty member is a "citizen, a member of a learned profession, and an officer of an educational institution," according to the 1940 joint AAUP/AAC Statement of Principles on Academic Freedom and Tenure. After a period of personal growth and development as a teacher and creative scholar, a faculty member may properly be expected to assume increased responsibility, in keeping with the faculty member's professional interests, for the government of the University, the standards of the faculty member's discipline, and the welfare of the civic community.

## (B) Departmental Articulation of Standards

### (1) Scholarship

Promotion to the rank of Associate Professor with tenure requires demonstration of independence, quality, and productivity in scholarship. Independence refers to a candidate's unique, creative contribution to scholarship, whether such contribution is manifested in sole, primary, or collaborative authorship; quality refers to the significance of scholarship to one's subdiscipline; productivity refers to quantity of scholarly activity. In addition, the department Peer Review Committee (PRC) must find that a candidate for promotion has been productive as a scholar in the CSU environment: This requires that some portion of the candidate's scholarship have been created, conducted, or carried out while at CSU.

Judgment of each of these characteristics by the PRC is required; appraisals by outside reviewers will play a role in the committee's judgment of quality.

Appendix A describes guidelines for PRC evaluation of scholarship.

## (2) Teaching

Promotion to the rank of Associate Professor with tenure requires objective evidence of being a competent teacher. Accomplishments that demonstrate teaching competence include successful classroom experience (evidenced by positive evaluations of performance); satisfactory student outcomes; publication on teaching content and method; publication of textbooks and study guides; development of new courses or new modalities for existing courses; curricular enrichment, including web-enhancement; participation in mentoring programs; generation of pedagogical materials such as study guides, tutorial software, and websites; clinical supervision and supervision of professional activities; supervision of independent-study projects; and supervision of theses and student research projects.

Appendix B describes guidelines for PRC evaluation of teaching.

## (3) Professional Service

Promotion to the rank of Associate Professor with tenure requires demonstrated contributions to the governance of the department and/or the college and/or the university, to the extent that such governance is a faculty responsibility. Such contributions include student advising (undergraduate or graduate); active involvement in one or more of the department's curricular programs; and service at CSU on department, college, and/or university committees. Faculty are expected to have good records of citizenship throughout their careers.

Professional service external to the university, such as service to professional associations or organizations concerned with the welfare of the community, will be recognized, but no amount of such external service can compensate for a lack of contribution to departmental

responsibilities.

Appendix C describes guidelines for PRC evaluation of service.

## II. Promotion to the Rank of Professor

### (A) Provisions of the CSU-AAUP Agreement (Effective August 16, 2003)

**(4) Professor.** Appointment or promotion to the rank of professor is based on evidence of sustained excellence in teaching. In addition, the candidate shall either:

- a. have an outstanding record as a scholar, or
- b. shall demonstrate sustained outstanding leadership as a practitioner in his or her field. Evidence of reputation in the discipline or a related discipline beyond the local community is required.

In rare instances, promotion to the rank of professor may be based in significant part upon sustained and generally acclaimed leadership in the realization of the mission of the University.

The evaluation shall be made in accordance with the standards set forth in Section 12.12 of this Agreement.

### (B) Departmental Articulation of Standards

Promotion to the rank of Professor has served as an institutional capstone to a career of accomplishments, by which the Department and University has acknowledged that he/she has attained a national or international reputation as a well regarded specialist in some particular field. Accordingly, the award of the title of Professor has been based on ample evidence of continued development beyond the accomplishments that led to the granting of tenure and/or the promotion to the rank of Associate Professor.

In order to be promoted to the rank of professor, the candidate must demonstrate

sustained excellence in teaching, a high level of participation in service activities, and intellectual prominence beyond the local setting. Such prominence is established by demonstration of scholarly influence or intellectual leadership (see below).

(1) Intellectual Prominence

(1a) Scholarly Influence

This characteristic may be demonstrated in several ways, and Appendix A delineates them. The actual number of publications is not crucial, but the successful candidate will probably have 20 or more publications (articles and chapters). In addition, the individual will be able to demonstrate a wide impact of his/her scholarly work. Thus, not only is it important that scholars from other universities and allied settings attest to the importance of the candidate's scholarly products, but these products will have been cited in publications that are central to the individual's field of specialization. (See Appendix A.) Success in pursuit of external funding may be interpreted by the PRC as an indicator of scholarly influence.

(1b) Intellectual Leadership

This quality may be demonstrated by a variety of activities that indicate impact by the candidate upon his/her specialty. Examples of such impact would include program development that has had substantial impact upon the specialty, or influenced legislation, or served as a model for other programs; or the introduction and fostering of major conceptual/theoretical innovation in the practices of the specialty; or pedagogical innovations that have served as an example for other institutions. The attainment of positions of honor in the specialty would not constitute adequate evidence unless there were signs of leadership and impact.

(2) Teaching

Promotion to Professor requires a demonstration of sustained excellence in teaching.

This can be documented in a manner similar to that utilized in promotion to Associate rank. (See section I.B.2. and Appendix B.) In addition to the criteria for Associate Professor, the candidate will have exhibited leadership or innovation in the development of the Departmental curriculum, or significant individual contributions to the teaching of psychology.

(3) Service

The candidate at this level should also have contributed to the service requirements of the Department, college, or university. This should include serving as chairperson on one or more committees and contributions to the advancement of any of the three institutional units. Documentation of these accomplishments can be obtained in many ways, including solicited letters from colleagues. (See Appendix C.)

## **APPENDIXES**

Appendixes A, B, and C are Guidelines for Promotion to Associate Professor with Tenure. These may also be relevant to PRCs evaluating candidates for promotion to Professor. Appendixes D, E, and F provide other important information about the promotion process.

### **GUIDELINES FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE**

#### **(APPENDIXES A – C)**

These appendixes are intended to serve as a guide to the PRC and to the candidate for promotion and tenure. They represent an attempt to operationalize the more general standards presented in the department's Standards for Promotion and Tenure. Although these guidelines

attempt to make explicit the requirements for promotion and tenure, it is the PRC's responsibility to exercise judgment in the interpretation and application of promotion and tenure standards to individual cases. Objective measures of performance, as described in these appendices, should not be considered exhaustive or inflexible, nor do they substitute for the careful reading and evaluation of material presented in candidates' dossiers by members of the departmental PRC. Each case is unique, and it is the responsibility of the PRC to understand the context and particularities of each case and to make its judgment within that context. Discussion of the merits of an individual's case for promotion is an essential part of the process that leads to the PRC's recommendation concerning promotion and tenure.

## **APPENDIX A**

### **SCHOLARSHIP**

#### **I. Independence**

The PRC must assess the degree of responsibility that a candidate has for his or her publications. Primary responsibility for a publication is evidenced by designing and carrying out the research, and by writing the major part of the publication. Usually, the author with primary responsibility for a multiple-author article is the first of the listed authors. If a candidate wishes to use as evidence of independent scholarship a multiple-author article in which he or she is not the first author, it is incumbent upon him or her to provide evidence of primary or co-equal responsibility for the article. To accomplish this, the candidate should request from the first author of the article a letter attesting to contributions of the candidate that would warrant being credited by the PRC with primary or co-equal responsibility. The first author's letter should contain sufficient detail to allow the PRC to judge the type and extent of the candidate's



contributions to the article. (Such testimony from the first author may not be necessary if the contributions of authors are described in the article, and the PRC finds that, as described, the candidate's contributions warrant credit for primary or co-equal responsibility.).

## **II. Quality**

It is the responsibility of PRC members to read carefully and develop a reasoned conclusion about the quality of the candidate's publications and manuscripts and about the quality of the journals in which publications appear.

An exhaustive enumeration of the features of a high-quality publication is impossible, but the following aspects should contribute to such judgment:

- publication in a peer-reviewed journal of good reputation among members of the relevant specialty;
- publication in a journal with a high rejection rate;
- publication in a journal with a significant impact (estimated from journal impact scores reported by the Institute for Scientific Information);
- length—a publication's length is not critical in and of itself, but the PRC would not consider equivalent a long, detailed article and a short note;
- demonstration of mastery of the literature on and sophisticated handling of the primary issue/problem/topic.

Quality may also be evidenced by a candidate's work having a significant impact within the discipline. Impact can be established by citation counts of publications, or by citations in other sources relevant to the candidate's specialty such as textbooks and the *Annual Review*. To ensure that the PRC applies appropriate standards in its judgment of quality within the

candidate's specialty or subdiscipline, the candidate should include in his or her dossier information explaining those standards. It is the PRC's responsibility to become sufficiently familiar with the standards and conventions of candidates' specialty or subdiscipline, based on information supplied by the candidate in his or her dossier and by external reviewers, to allow a full and fair evaluation of the candidate's scholarship.

Appraisals by external reviewers of the candidate's scholarship will also play a role in the committee's judgment of quality.

### **III. Productivity**

Promotion to the rank of Associate Professor with tenure requires demonstration of productivity of scholarship. Productivity is ordinarily demonstrated by at least four peer-reviewed publications that consist primarily of material developed beyond publication of the material in his or her doctoral dissertation, that are of high quality, and for which the candidate had primary or co-equal responsibility. The coherence of the candidate's research program should be useful in this judgment. The candidate should provide a rationale for regarding his or her scholarly record as sufficient for promotion.

The PRC should ascertain that some portion of the candidate's scholarship has been created, conducted, or carried out following appointment at CSU. Evidence for this might include identification of CSU as the institutional affiliation on publications.

### **IV. Other Manifestations of Scholarship**

The PRC should take note of scholarly products that this document has not specifically itemized, including grant awards.

Extramural funding in psychology can come from diverse sources and need not be in a form traditional to other sciences. Extramural funding includes monetary awards from governmental funding agencies, businesses, foundations, or trusts. Contributions “in kind,” such as equipment, software, products, services, supplies, or materials are thus considered extramural funding. Graduate student support in the form of externally supported research assistantships or internships will be credited to a candidate for promotion as extramural funding. Salary from grants, summer faculty fellowships, or funded research also count as extramural funding.

Support for research includes situations in which money is not exchanged, provided the candidate can document that such arrangements support research activities.

Extramural funding obtained in collaboration with faculty members within the department, other departments or colleges, or other universities will be credited to the promotion candidate if he or she is either (1) the principal investigator, or (2) a co-principal investigator (or equivalent) who has played a major role in obtaining the funding and is a central figure in the implementation of any research that the funding supports.

## **APPENDIX B**

### **TEACHING**

A candidate for promotion is responsible for documenting performance as a “fully competent teacher.” This can be accomplished in a number of ways, but should include, at minimum, peer (colleague) evaluations and student evaluations of courses and instructional activities assigned to the candidate by the department chair. While the candidate may exercise selectivity in placing such evaluation materials in his or her dossier, the absence of such

materials may be interpreted by the PRC as indicating that the candidate received poor evaluations of teaching performance. Accomplishment in teaching may also be demonstrated by evidence of successful student outcomes; by successful use by the candidate of innovative technology; and by successful use of such instructional practices as distance learning, service learning, off-campus instruction, collaborative teaching, and peer-assisted learning.

*Peer evaluations.* Ordinarily, candidates for promotion furnish the PRC with documentation of peer evaluations conducted over time; attached to this document as Attachment 1 is a form entitled *Colleague Observation Form* that may be used for this purpose. Although any member of the department, college, or university faculty can serve as a peer evaluator, the more senior the evaluator (in rank; years in rank; years at CSU), the greater the credibility likely to be assigned to the evaluator's report. Peer observers who are very familiar with the subject matter of a particular course might conduct a series of evaluations over a period of several years (longitudinal evaluation), but the use of a variety of peer observers is encouraged to demonstrate the generality of judgments of the candidate as a fully competent teacher. The candidate is responsible for arranging these observations by tenured associate or full professors, and for obtaining and placing into his or her dossier copies of reports or completed *Colleague Observation Forms*.

*Student evaluations.* A candidate is expected to include in his or her dossier a summary of student evaluations of his or her teaching performance. Routine administration of the student course-evaluation instrument used in the College of Science yields data referenced to department and college norms; these data should be summarized and presented in tabular form. Although

student evaluations represent only one source of information about the candidate's performance, a persistent pattern of low scores relative to college and department norms could be regarded as indicating less than "fully competent" teaching. A candidate may wish to address such a pattern in his or her summary statement, or in his or her introductory statement about teaching.

*Other activities.* Other activities that support and enhance teaching may also reflect competence in teaching. These might include:

- successfully obtaining external funds to support teaching and training;
- supervision of independent studies, theses, and dissertations;
- clinical supervision;
- publications on instructional practices in particular content areas;
- publication of textbooks, workbooks and study guides;
- development of new courses;
- major revisions of existing courses, including web-enhancement or incorporation of other new modalities;
- supervision and sponsorship of student publications and student presentations at professional meetings; and
- supervision or sponsorship of students' other professional activities.

Such contributions should be documented by the candidate in his or her dossier. Documentation might include examples or descriptions of these activities, and testimonials or letters from students or colleagues.

## APPENDIX C

## **SERVICE**

A candidate for promotion is expected to provide evidence of his or her participation in departmental activities and committee work, as well as documentation of relevant contributions at the college, university, and professional levels. Service to the department is regarded as an essential factor in the PRC's judgment of the adequacy of the candidate's performance. Service external to the university is evaluated favorably by the PRC, but cannot compensate for a lack of participation in departmental activities.

A candidate is expected to participate initially in a few, selected service activities, and to gradually increase his or her involvement to the point that he or she is making a significant contribution in service at CSU. Examples of significant service in the department and university include assuming administrative responsibility for a program or other departmental initiative and participating in committees that have a substantial workload. Other examples of significant service include being involved in professional organizations; serving as an officer or board member for a professional or community organization; speaking with community groups; and being involved in nonprofit community-based projects.

The successful candidate for promotion and tenure will have demonstrated good citizenship by attending departmental meetings; being on time for student and departmental appointments; being accessible in the department and to students and colleagues; and responding in a timely manner to departmental requests. Good citizenship is also demonstrated by an absence of a record of persistent or significant documented interpersonal complaints.

Documentation of service activities might include letters or testimonials from colleagues, departmental or other university administrators, or representatives of agencies or organizations external to the university.

## **OTHER INFORMATION CONCERNING THE PROMOTION PROCESS**

### **(APPENDIXES D – F)**

#### **APPENDIX D**

##### **PREPARATION OF A PROMOTION DOSSIER**

###### **Materials Concerning the Promotion and Dossier-preparation Processes**

A number of documents and materials concerning the promotion-and-tenure process have been produced at CSU—a result of iterative efforts to clarify standards and provide guidance. The primary documents are: (a) the current CSU-AAUP contract (see, especially, Article 12); (b) the memorandum with attachments on Promotion/Tenure dossiers issued annually by the Vice Provost for Academic Affairs and Faculty Relations (the most recent version is dated March 22, 2004); and (c) the letter of intent that the department chair issued to the promotion candidate offering him or her an appointment at CSU.

###### **Sections of a Promotion Dossier**

*(adapted slightly from the Vice Provost's March 22, 2004, memo on promotion/tenure dossiers)*

A dossier for promotion to Associate Professor with tenure must be presented in one standardized three-ring binder, and should include the following:

- Table of contents;

- Section for insertion of review letters prepared by the department PRC, the department chairperson, the college PRC, and the college dean;
- Section for insertion of letters from external reviewers;
- An up-to-date *curriculum vitae*;
- Summary statement, integrating the candidate's accomplishments and providing an interpretive framework within which the candidate's scholarship should be understood;
- Section for documenting accomplishments in scholarship, including an introductory statement;
- Section for documenting accomplishments in teaching, including an introductory statement; and
- Section for documenting accomplishments in service, including an introductory statement.

### **The Summary Statement**

A candidate's summary statement in his or her dossier should make a case for his or her promotability (if the candidate is seeking promotion) or for being regarded as having made good progress (if the candidate is in a fourth- or fifth-year review). In the summary statement, that the junior faculty member identifies supporting materials that support his or her assertions about promotability or progress (e.g., about the high repute of the journals in which he or she has published, the competence of the methodology in a particular publication, the quality of his or her teaching, or the meritorious character of his or her university service). Perusal of the statement should bring readers to the evaluative conclusion that the junior faculty member wants the PRC (and other committees or people in the review sequence) to reach—that he or she has satisfied all criteria for promotion or is making excellent progress.



The summary statement is the candidate's opportunity to explain and contextualize his or her program of scholarly activity; this provides a framework with which the PRC may evaluate the candidate's scholarship. In addition to describing completed scholarly activity, the candidate should also describe his or her research agenda, including any work in progress.

It is the responsibility of the candidate to provide supporting documentation for claims made in the summary statement. For example, for claims concerning the quality of publications, information on a journal's impact in the discipline and rejection rate might be useful; and a letter from a recognized leader in the specialty could support such claims in the summary statement. The PRC should not be expected to have to gather such information about any aspect of the candidate's professional activity, and typically will not have time to do so. The review procedures require the junior faculty member to be responsible, forward-looking, proactive, and planful; in his or her summary statement, he or she should attempt to pre-empt considerations that would lead the reader of the dossier to come to unfavorable conclusions.

### **Concerning Inclusion of Letters of Intent and of 4<sup>th</sup>- and 5<sup>th</sup>-year Review Letters in a Promotion Dossier**

The Vice Provost's guidelines for preparation of dossiers are silent concerning whether candidates should include in their dossiers letters of intent and 4<sup>th</sup>- and 5<sup>th</sup>-year review letters from PRCs, department chairs, and deans. A candidate for promotion may wish to include such letters as part of the documentation that he or she provides in support of his or her case for promotion, and may wish to address such letters in his or her summary statement. Even if the candidate does not include these letters in his or her dossier, the PRC may decide to obtain copies of such letters and to consider them in its review (AAUP-CSU Agreement, August 2003,

Section 12.12.C.1). The CSU-AAUP agreement (August 2003, Section 12.11) describes conclusions and recommendations about a candidate's progress in a fourth- or fifth-year review as "a current status report which is subject to revision in subsequent reviews." During a review for promotion and tenure, the PRC will consider—particularly in its review of a candidate's accomplishments in scholarship—the extent to which the candidate has met the expectations articulated in its letters summarizing fourth- and fifth-year reviews.

## **APPENDIX E**

### **ADDITIONAL STATEMENT CONCERNING THE ROLE AND FUNCTIONING OF THE PSYCHOLOGY PRC**

*Necessity for judgment.* Despite efforts to make *explicit and exact* the requirements for promotion and tenure, a process of individual judgment will always be present in a promotion and tenure review. The members of the PRC must peruse and evaluate the materials that the candidate assembles as a "case" for promotion and tenure, and must make judgments regarding independence, quality, and productivity of scholarship; competence in teaching; and adequacy of service. Thus, there is necessarily uncertainty about the conclusion that the Psychology PRC (and other committees and people in the review sequence) will reach.

*Communication between the PRC and the candidate.* From the time a candidate submits his or her dossier to the PRC until the time that the PRC has completed its recommendation (a copy of which is provided to the candidate), there should be no private communications between PRC members and a candidate about the PRC's review: Individual PRC members should not initiate discussions with the candidate, nor should the candidate initiate discussions with PRC members. The PRC, as a committee, may find that it would like additional information from a

candidate: In such a case, the PRC will designate one of its members to solicit that information from the candidate.

## **APPENDIX F**

### **SELECTION OF EXTERNAL REVIEWERS**

Solicitation of external reviewers is discussed in an attachment to the memorandum on Promotion/Tenure dossiers issued annually by the Vice Provost for Academic Affairs and Faculty Relations.

External reviews of a candidate's scholarly work are required for decisions regarding promotion to Associate Professor with tenure; they provide evaluations by experts in the candidate's specialty and thus add to the PRC's considerations their specialized knowledge concerning the place of the candidate's work in the specialty's catalog of research topics, issues, "hot topics," and avenues of progress.

The identification and selection of external reviewers to evaluate a candidate's scholarship should include these steps:

1. The PRC should examine the reference lists of the candidate's articles and manuscripts to identify specific individuals who are repeatedly cited or who appear, from the content of the candidate's articles and manuscripts, to be important in the candidate's specialty. This component of the process is to insure that external reviewers who are asked to evaluate a sample of the candidate's scholarship are familiar with the candidate's specialty. From review of the candidate's articles and manuscripts, journals that are pertinent to the candidate's specialty should also be identified.
2. Perusal of the tables of contents of recent issues of the relevant journals identified in Step

1 should reveal articles related to the interests of the candidate; the authors of those articles should be added to the list of individuals compiled in Step 1.

3. The candidate should be asked for a list (of perhaps 5-8 names) of individuals who are knowledgeable about the candidate's specialty. This list should not include names of associates of the candidate (e.g., friends, collaborators, co-authors).
4. After the PRC has aggregated the names identified in Steps 1-3, the list will be submitted to the candidate, who may strike some of the names if he or she feels that the potential reviewer is not qualified to render an objective assessment. It is intended that the final list of potential external reviewers be developed in a cooperative and collegial atmosphere.

The PRC then writes to some or all of these potential reviewers—probably writing to twice as many as the PRC actually needs (at least three)—to determine their willingness to serve as consultants. If a potential reviewer agrees to serve, a formal solicitation of the candidate's scholarly and/or pedagogical accomplishments is sent to the reviewer, along with examples of the candidate's scholarly work. The PRC and the candidate should agree on what materials are sent to the reviewers. The form of the solicitation is exemplified in Attachment 2.

An honorarium is not offered for participation; a letter of thanks is appropriate for those serving as reviewers. The Provost's office provides a list of guidelines for disposition of these letters. The PRC must adhere to the current guidelines and pay particular attention to accepted practices regarding the right of the candidate to read and respond to the content of letters that contain indications of prejudice or ill will against the candidate.

In the case of the candidate for the rank of Professor, the use of external reviewers is essential for the evaluation of reputation beyond the local community.

ATTACHMENT ONE

COLLEAGUE OBSERVATION FORM

COLLEAGUE OBSERVATION FORM

Procedures for Use

Fall, 1993

In an effort to standardize the appraisal of teaching effectiveness, the PRC has come up with these suggestions for procedure.

(1) Prior to the observation.

Review class materials and speak with the instructor about the course goals, the instructor's methods, the level of the material, and the expected level of the students. Know what the instructor wants to achieve and what he/she expects.

(2) During the Observation.

(A) OBSERVABLES:

1. physical arrangement of the room.
2. temporal arrangements in the class.
3. Faculty activity
  - lecture
  - open to discussion, encourage discussion

- use visuals
- give facts
- make applications
- explain

4. Faculty style

- mannerisms
- pace of delivery
- loudness

5. Student activity

- nods
- gazes off into space
- converses with classmate
- hand on head
- hand raised
- speaks out
- asks question
- makes observation or application

(B) JUDGMENT, EVALUATION AGAINST NORMS

Use the following form after the class --

**Instructor** \_\_\_\_\_ **Course** \_\_\_\_\_

**Number of students present** \_\_\_\_\_ **Date** \_\_\_\_\_

**Observer(s)** \_\_\_\_\_

**INSTRUCTIONS:** Several days prior to the classroom observation, the instructor should provide the observer(s) with a copy of the course syllabus containing course objectives, content, and organization. The instructor should explain to the observer(s) the instructional goals and methods of accomplishing them for the class that will be observed.

Within three days after the visit, the observer(s) should meet with the instructor to discuss observations and conclusions.

Please use the reverse side of the page to elaborate on your comments.

1. Describe the lesson taught, including the subject, objectives, and methods used.
2. Describe the instructor's teaching as it relates to content mastery, breadth, and depth.
3. How well organized and clear is the presentation?
4. How appropriate were the teaching techniques used for the instructor's goals for this



