**Department of Psychology Faculty Promotion & Tenure (P&T) Resource Pack (for Tenure/Tenure-Track and all Lecturer Ranks)**

**Approved by Consensus May 2019**

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# Full-time Faculty Classroom Teaching Observation Procedures

Written Fall 2018

Tentatively Accepted Fall 2018

Adopted May 2019

1. Pre-P&T or Contract Renewal (formative)

* For Assistant Professors and Lecturers: Faculty Mentor and one other fulltime faculty member or FDC staff conduct one (1) formative teaching observation in year two (2) of initial contract. The Faculty Mentor takes the lead in initiating this process
* For Associate Professors and Sr. Lecturers: If a teaching observation has not been done in the past 5 years, and the faculty member would like a formative evaluation, they may request one in the year prior to the anticipated promotion action. Observers will be chosen with the input of faculty requesting evaluation. The observee takes the lead in initiating this observation by speaking with the Department Chair.
* Attention to scheduled course reductions and releases may necessitate timing adjustments.
  1. Prior to or at the end of the summer before the review year, *Observee* will discuss with Faculty Mentor and others what type of course, course level (grad or undergrad; upper or lower level) would be most appropriate for observation
  2. At the beginning of the review semester, the *Observee* will provide list of 4 potential class times for observation
  3. Faculty Mentor and secondary observer agree on class to observe
  4. To provide context, one week prior to observation, *Observee* will provide syllabus, access to Blackboard (if appropriate) and any materials particular to the chosen class
  5. Faculty Mentor and *Observee* hold pre-observation meeting after class period is chosen to discuss rubric and any items that might not apply or additional items which might (secondary observer may attend meeting, though not required)
  6. Faculty Mentor conveys this to secondary observer (if not at above meeting)
  7. Faculty Mentor and secondary observer use PSYC Dept Classroom Teaching Observation Checklist as amended to guide observation
  8. Faculty Mentor and secondary observer discuss their joint observations within 10 days after attending chosen class. They do not need to reach consensus, but should discuss similarities and differences and a brief written formative summary produced (e.g. “We enjoyed the opportunity to observe your course. Within the confines of this limited one class observation, please find below some teaching strengths as well as some suggested opportunities for improvement and growth based on the observations of both of us. We have also noted areas in which we agreed and others in which we may have seen things differently.”)
  9. Faculty Mentor meets with *Observee* within 10 days of the two observer’s meeting to discuss the summary of both observers observations of strengths and areas for improvement
  10. Neither Faculty Mentor nor secondary observer’s Rubric will be given to the *Observee.*  Written formative summary (not the rubric) is filed in *Observee* file for use during P&T
  11. At *Observee’s* request, one or more additional observations may be scheduled for ongoing formative support. If this were to occur, the Faculty Mentor would continue to follow the steps above to provide feedback and augment personal notes. A secondary observer would be optional in additional observations.

1. During P&T/Contract Renewal (summative)

* For Assistant Professors and Lecturers: One member of P&T/Contract Renewal Subcommittee (preferably teaching-focused member) and Faculty Mentor conduct one (1) summative teaching observation in the Spring prior to P&T review or the Fall of the P&T review.
* For Associate Professors, Senior and Principal Lecturers: One member of P&T/Contract Renewal Subcommittee (preferably teaching-focused member) and an additional faculty member chosen in consultation with the *observee* will conduct one (1) summative teaching observation in the Spring prior to P&T review or the Fall of the P&T review. (Any mention of “Faculty Mentor”, below, should be read as “member of the P&T subcommittee” for these actions.)
* P&T Subcommittee member will be responsible for organizing and planning observation
  1. *Observee* will provide list of 4 potential class times for observation at the beginning of the semester
  2. P&T subcommittee member and Faculty Mentor agree on class to observe
  3. To provide context, *Observee* will provide syllabus, Blackboard access (as appropriate), and any materials particular to the chosen class one week prior to observation
  4. Faculty Mentor and *Observee* hold pre-observation meeting to discuss prior formative observation summary, the rubric and any items that might not apply or additional items which might
  5. Faculty Mentor conveys this to secondary observer
  6. Observers use PSYC Dept Classroom Teaching Observation Checklist as amended to guide observation
  7. Prior formative summary (if available) is provided to P&T Subcommittee observer to further focus their observations.
  8. Observers discuss their observations within 7 days after attending chosen class. As above, consensus does not need to be reached, but similarities and differences in analysis should be discussed and a brief written summary produced
  9. In special circumstances, at *Observee’s* request and with the agreement of the Faculty Mentor, one additional observations may be scheduled if both observe and mentor agree that the class observed was in some ways an aberration
  10. The Observing member of the P&T subcommittee will be responsible to convey prior and current qualitative teaching observation brief summaries and incorporate them into the Teaching Report. Qualitative teaching evaluations will be used to illustrate and augment other qualitative and quantitative materials made available in the P&T dossier. Observation summary, rubrics, and/or other observer notes will NOT be part of the P&T dossier. Observee may refer to/quote the formative teaching observation in their dossier self-statement, if they desire.
  11. If the Faculty Mentor is not available to fulfill the role above, they may be replaced with another faculty member of rank chosen in consultation with the *observee*.

# Full-time Faculty: Classroom Teaching Observation Checklist

Dept. of Psychology (Created: Fall, 2018, Tentatively Accepted Fall 2018, Approved May 2019)

Course: PSYC\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your Initials:\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Check your responses to each of the prompts and then answer the four questions below the table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **How would you rate the Observee’s performance on the following criteria:** | Excellent | Very good | Good | Fair | Poor | N/A |
| 1. Was well prepared for class |  |  |  |  |  |  |
| 2. Was knowledgeable about the subject matter |  |  |  |  |  |  |
| 3. Was enthusiastic about the subject matter |  |  |  |  |  |  |
| 4. Incorporated and addressed diversity well |  |  |  |  |  |  |
| 5. Was a good speaker (e.g. clear, audible, confident, etc.) |  |  |  |  |  |  |
| 6. Used a variety of relevant illustrations/examples |  |  |  |  |  |  |
| 7. Made effective use of the board and/or visual aids |  |  |  |  |  |  |
| 8. Asked stimulating and challenging questions |  |  |  |  |  |  |
| 9. Effectively held class’ attention |  |  |  |  |  |  |
| 10. Encouraged and answered student questions well |  |  |  |  |  |  |
| 11. Achieved active student involvement |  |  |  |  |  |  |
| 12. Treated students with respect |  |  |  |  |  |  |

**-Over-**

1. Other additional rubric items from pre-observation meeting:
2. Instructional Style (e.g. Team-based, Lecture, Flipped Classroom, etc.):
3. What worked well in the class?
4. What could have been improved?
5. What’s one new thing you learned? (This could include substance or process; e.g. content, teaching method, classroom process, exercise type, response to student question, etc.)

# PSYC Teaching Portfolios Overview

**5/2019**

A teaching portfolio provides an overall representation of one’s instructional identity. An effective portfolio expresses a clear message about pedagogical approaches, but also offers specific evidence – from a variety of sources – to support that message.

**Why create a teaching portfolio?**

Teaching portfolios are an optional way to provide additional qualitative evidence of teaching excellent. They can serve several important purposes, for example: (a) to document teaching effectiveness; (b) to reflect on their teaching and reinforce/refine teaching methods; (c) to track one’s development in teaching over time; and (d) to create a concise representation of one’s teaching that can be shared with students and/or colleagues and/or promotion and tenure committees.

**General Guidelines**

The teaching statement which is required for promotion and tenure at UMBC [Faculty Handbook, Sec. 6.3.2] can be thought of as the foundational philosophical document of the teaching portfolio because it conveys the central theme about one’s self-concept and intentions as a teacher. The additional components of the teaching portfolio should be chosen to provide evidence that supports this theme.

**Portfolio Components**

In addition to the [teaching](https://resources.depaul.edu/teaching-commons/teaching-guides/reflective-practice/Pages/teaching-philosophies.aspx) statement, the portfolio contains documents that provide a ***holistic perspective*** of one’s teaching such as handouts, presentation slides, descriptions of in-class activities, assignments and rubrics, or other materials that best demonstrate the pedagogical aspects of one’s teaching.

Common portfolio materials often include:

* Statement of teaching and/or teaching philosophy **(recommended for UMBC P&T Dossier**)
* A list of courses taught (**required in UMBC P&T Dossier**)
* Syllabi (**required in UMBC P&T Dossier**)
* Course ratings **(**i.e., SEEQs; **required in UMBC P&T Dossier)**
* Examples of assignments, exams, and/or other evaluations
* Descriptions of in-class activities
* Summarized student evaluations
* Sample student work, **de-identified or** shared with permission
* Samples of grading rubrics
* List of faculty development activities
* Reflections on faculty development activities (e.g., how activities were included in teaching)
* Presentations and/or attendance at conferences dedicated to teaching
* Published work on teaching
* Teaching awards/honors/recognitions
* List of graduate students for whom the candidate is the designated mentor (or co-mentor)
* List of all graduate students for whom the candidate has served (or is serving) on a Capstone (ABA), Master's, or Dissertation Committee (i.e. PSYC 799, 898, 899; **required in UMBC P&T Dossier**)
* List of all undergraduate students for whom the candidate served as Chair or member of an Honor's Thesis (i.e. PSYC397, 398, 490, 498; **required in UMBC P&T Dossier**)
* List of all undergraduate students with whom the candidate has conducted research and/or overseen an internship (**required in UMBC P&T Dossier**)
* List of all students with whom the candidate is a co-author on a conference presentation or published research (if not otherwise indicated on the CV by footnote or other symbol )

*Other elements*

The Psychology Department recognizes that some of the elements listed in the description of a Teaching Portfolio may be more/less germane as a function of class size (e.g., small vs. large) and teaching style (e.g., seminar, team-based learning, hybrid, lecture). It is, thus, not possible to provide a strict list of other elements that might be included in the Teaching Portfolio.

Ultimately, in conjunction with the Department Chair and the candidate's faculty mentor(s), the candidate should include information that best demonstrates their teaching efficacy.

# PSYC DEPT Teaching Portfolio Review Guiding Rubric (March 2019)

This rubric is to be used as a guide in P&T subcommittees review and discussion of teaching materials and should be completed based on all submitted appropriate material **in sum**. Other than syllabi and a teaching statement, not all faculty will, nor are they expected to, provide examples all types, or the same types, of materials. This is an internal working document and will not be included in the P&T dossier nor shared with the candidate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| **Syllabi** |  |  |  |  |  |
| Include appropriate & required UMBC & department policies. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| Clearly articulate class policies, course goals & outcomes. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| Clearly articulate student policies, expectations, & recommended/ required resources (books, articles, equipment, etc.) |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| Clearly articulate deadlines & weighting of assignments & tests towards final grade. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| Course makes use of appropriate & up-to-date readings and/or technology. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
|  | | | | | |
| **Other Materials** |  |  |  |  |  |
| Materials exemplify appropriate pedagogy for course objectives, learning goals, & course level. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| Given objectives and level of course, materials & grading rubrics are appropriate to support a range of learning styles. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| **Overall** |  |  |  |  |  |
| Appropriately addresses diversity & inclusion in course design, teaching statement, and/or materials. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| Materials in teaching portfolio in tandem with faculty’s teaching statement demonstrate a systematic reflection on teaching & responsiveness to student & peer feedback. |  | **Exceeds Expectation** | **Meets Expectation** | **Does Not Meet Expectation** | **Comments** |
| Other materials or notable elements not otherwise included above |  | **Comments** | | | |

# DP&TC Chair’s example letter/email to prospective student representative on P&T Committee

Dear \_\_\_\_\_\_\_,  
  
   As you may know, Dr \_\_\_\_\_\_ is currently being reviewed for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. An important part of this process is evaluating his/her teaching performance.  I am writing to ask if you would be willing to be considered as undergraduate/graduate student representative on the Promotion and Tenure subcommittee, with the responsibility of evaluating Dr \_\_\_\_\_\_'s teaching via an established set of procedures. These include reviewing his/her SEEQs; the teaching section of his/her dossier; and qualitative information obtained from his/her current and past students and mentees.  
  
   I hope that you are willing to be considered for this position.   I would be happy to discuss it further with you if you need additional clarification.  As we are on a tight timeline, I would appreciate your response by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The final selection of the undergraduate/graduate representative will be made by \_\_\_\_\_.  
.  
   Thanks in advance.  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, PhD  
Chair, P+T Subcommittee

# Department Chair’s example letter/email to selected student representative on P&T Committee

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you very much for agreeing to serve as a student representative on Dr. X’s contract renewal/promotion/tenure committee. Your invitation to serve on the committee is an honor, and your service on the committee will be a significant professional contribution that reflects on the career of the candidate and the integrity of the student voice in the promotion and tenure process at UMBC.

Dr. X is up for renewal of his/her contract at UMBC/promotion and tenure as an assistant professor/promotion to full professor. As is the customary practice, a Departmental Promotion & Tenure Committee, composed of all tenured faculty/all full professors and two students (one undergraduate and one graduate student/ two undergraduate (if appropriate), will evaluate his/her record and make a recommendation to the Dean. Student members participate only in the evaluation of teaching, not research or service.

Your responsibilities on the committee will include reviewing teaching credentials (e.g., SEEQ forms, syllabi, and the candidate’s self-assessment of her teaching), reading mentoring surveys completed by students who have had supervised research experience with Dr. X, and reading open-ended comments from students who have taken courses with him/her in the past. You will also need to attend a small number of meetings. The materials will be made available to you in the Psychology Department office for you to review at your convenience. You will be asked to comment on your impressions of the candidate at the meeting of the Departmental Promotion and Tenure Committee, and you will participate in the vote for contract renewal/promotion/tenure based on teaching. To aid the committee in its deliberations, we ask that you prepare a written summary prior to the meeting. This summary will not be shared with the candidate, and it will not be sent on to the Dean.

Dr. Y is chairing the committee for Dr. X. He/she will contact you shortly to arrange for you to review the teaching materials in the dossier and to give you further instructions on your task. The committee needs to complete its work by early December in order to meet the December 15 deadline for submitting a report to the Dean. Thank you again for accepting this important responsibility. I am sure you understand the need for conscientiousness and confidentiality with respect to your participation in these deliberations.

Sincerely yours,

Dr. Z

Professor and Chair

cc: Dr. Y

Sample email from DP&TC Committee to all PSYC397 **and non PSYC397mentees** **(including Graduate mentees)**

[Prior experience has shown that input from the candidate's students and mentees on teaching effectiveness is best solicited via email, on a Sunday, Monday or Tuesday to increase response rate.]

SUBJECT: Evaluation of Dr. \_\_\_\_\_\_\_\_\_\_'s mentoring

[Generally, a one-week response window is given with a reminder email will be sent 1-2 days before the response deadline. The P&T subcommittees should use their discretion in timing as appropriate for each case.]

"Dr X's mentoring effectiveness is being evaluated, as part of the University's Promotion and Tenure review process. This review includes evaluation of research and service as well as teaching, and it is used to make decisions about contract renewal, promotion, and tenure. These reviews are very important to a faculty member’s career. Because you are a current/former mentee of Dr X., your input is extremely valuable in identifying his/her mentoring strengths and/or areas for improvement. Please click on this link to access the form for submitting your comments.

http://XXXXXXXXXXXXXXX [mentoring evaluation form]

Your response will be anonymous, and must be received by \_\_\_\_\_\_\_\_\_ in order to be included. Thank you very much for taking the time to provide this important information.

Sincerely,

Yyy, Ph.D., Chair

Promotion and Tenure Committee

Department of Psychology "

# Sample text that would appear mentees clicked on email link

Dr \_\_\_\_\_\_\_\_\_\_\_\_\_\_'s mentoring effectiveness is being evaluated, as part of the University's Promotion and Tenure process. As you are a current/former mentee of Dr \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, your input is extremely important in identifying his/her mentoring strengths and/or areas for improvement. Please make your comments in the space below.

Your response will be anonymous, and must be received by \_\_\_\_\_\_\_\_\_ in order to be included. In answering the open-ended questions, be careful not to provide any identifying information.

Thank you very much for taking the time to provide this important information. If you have any questions, contact Dr \_\_\_\_\_\_\_\_\_\_\_\_\_ [chair of P+T committee] at \_\_\_\_\_\_\_\_\_\_\_\_\_\_@umbc.edu or 410-455-\_\_\_\_.

[As technology changes, the format of the questions below may change, however the content will not]

Check one [radio buttons]:

\_\_\_ undergraduate

\_\_\_ graduate

If Undergraduate, please answer:

None All

1. Proportion of total meeting 1 2 3 4 5 6 7

time spent with your faculty mentor

2. Proportion of total meeting 1 2 3 4 5 6 7

time spent with graduate students

Completely Unsatisfactory Completely Satisfactory

1. Amount of interaction with your mentor 1 2 3 4 5 6 7

2. Quality of your interactions 1 2 3 4 5 6 7

3. Quality of your learning experience 1 2 3 4 5 6 7

4. Overall mentoring effectiveness 1 2 3 4 5 6 7

5. Would you recommend your mentor for others? Why or why not? [fillable comments box]

6. Comment on the qualities of your mentor that you found particularly useful and/or problematic. [fillable comments box]

7. Any other comments. [fillable comments box]

*Thank you very much for taking the time to provide this information.*