

Social and Behavioral Sciences School Standards with

Program Standards for Psychology

This policy covers all members of the School of Social and Behavioral Sciences faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

Preamble

The faculty of the School of Social and Behavioral Sciences support the University standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the social and behavioral sciences.

The faculty of the Psychology Program supports the Standards of the University and School of Social and Behavioral Sciences and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Psychology Program.

The Psychology Program is committed to encouraging excellence in its faculty and students. To this end, it is essential to recognize, and reward through tenure and promotion, meritorious faculty accomplishment in the traditional areas of faculty activity: teaching, scholarship, and service. Each is essential to the development and operation of an outstanding program and the assurance of sound academic programs.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

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, will be evaluated in order to gain a clear understanding of each faculty member's performance.

Our highest priority in the School of Social and Behavioral Science is excellence in teaching. Teaching in our School is particularly vital and challenging given the constantly changing nature of the subject, emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. We are in the business of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars, all at the same time.

6.1.2 In broad terms excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques, and methodologies of the disciplines one teaches.

6.1.2.2 Sound course design and delivery in all teaching assignments—whether program non-program (e.g., interdisciplinary minors) or General Studies, introductory or advanced offerings—as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

6.1.2.3. The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including

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.

The School of Social and Behavioral Sciences recognizes the vital importance of engaged and creative teaching. We recognize that the role of teacher may extend beyond the classroom to include the development and supervision of internships and student research opportunities, professional and personal precepting, and the development and fostering of opportunities for community, and social and policy engagement for our students. All of these modes of student engagement, teaching, and guidance are vital to our task, and will be recognized as examples of excellence in teaching. As such, a commitment to service learning and community engagement is particularly valued in our School.

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 *The Psychology Program faculty are expected to incorporate a variety of ways to demonstrate teaching excellence, in addition to the student evaluations using the IDEA instrument. Individual faculty members may have a unique way of dealing with the challenges of teaching. Faculty members are expected to select ways that demonstrate teaching effectiveness in a manner consistent with their course goals and content, individual skills and talents, and pedagogical values consistent*

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.*
 - 6.1.6.5.4 *Student-faculty collaborations in service-learning courses or projects.*
- 6.1.6.6 *Curricular contributions. This may consist of course innovations, new courses implemented to meet demands of the program/field or to reflect paradigmatic changes in the field, and expansion upon one's course offerings.*
- 6.1.6.7 *Program-wide pedagogical initiatives. Program-wide initiatives may take many forms, including effective leadership or regular participation in sustained pedagogical initiatives (e.g., Psi Chi, Psychology Club, the Psychology Laboratory, awards of Program Distinction, program assessment) and new pedagogical initiatives as they develop.*

- 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 proxy or by peer proxy will be equally weighted.*
- 6.1.6.10 *University-wide pedagogical initiatives. Examples may include, but are not limited to:*
 - 6.1.6.10.1 *Participation in University-wide assessment of pedagogy.*
 - 6.1.6.10.2 *Course contributions to externally funded grant initiatives.*
 - 6.1.6.10.3 *Engagement in University-wide 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.*

6.2 Scholarly and Creative Activity

- 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.

The School of Social and Behavioral Sciences recognizes the value of innovative, original, disciplinary, and interdisciplinary scholarship. Scholarship that enriches or advances our understanding of social change and human behavior is clearly valuable, and should not be constrained by disciplinary boundaries.

- 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
- with students
 - within the scholarly area
 - within higher education generally
 - on documented standards of best practices in pedagogy
 - in the application of one's work
 - as evident in citations of one's work
 - on public policy or institutions
 - in the artistic/cultural realm
 - or in educational settings
- 6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

In the School of Social and Behavioral Sciences, scholarship ranging from the theoretical to the empirical that enhances the public understanding of social issues and pressing policy matters or which assesses interventions and resources that benefit the well-being of individuals, families, organizations and communities is also valued and may take the form of books or articles, professional papers, policy documents, innovative curricula, online professional educational teleconferences and journal submissions, and many other printed products or media that help inform citizens, shape public dialogue, inform policymaking, and improve the lives of diverse people across the lifespan.

In our School, Programs may determine the relative value of these forms of dissemination.

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.

In School of Social and Behavioral Sciences, public or professional presentations may play an important role in this process and will also be valued as examples of engaged scholarship. As a further reflection of our commitment to quality teaching, we believe that research, publications, or other endeavors that help advance pedagogical understanding and develop quality teaching may also be a valued contribution to the faculty member's research portfolio.

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 Grants or monetary awards that are funded or reviewed as fundable from governmental or non- governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.
- 6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community- based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.2.5 *The Psychology Program expects that all faculty will develop a scholarly program that generates new questions, evidence, conclusions, and/or audiences. The Psychology Program recognizes that scholarship comes in many forms. This is particularly true in the psychological sciences, as represented by our faculty. We, therefore, understand that the purposes and audiences for our scholarship may vary considerably. We embrace four overlapping areas of scholarship to include: discovery (creating and sharing knowledge), integration (placing knowledge in contexts across disciplines), application (knowledge that is useful to or solves problems in society), and teaching (knowledge applied toward helping others gain understanding). The program expects that the scholarship of faculty members may emphasize one or a combination of these types of scholarship. Because there are numerous ways for Psychology faculty members to achieve excellence in scholarship, it is impractical to specify product types as a prerequisite to promotion. Following, however, are characteristics of scholarly products that the program will consider as evidence of scholarly excellence.*

6.2.5.1 *The product's basic form or mode of dissemination. In almost all cases, it will be important that faculty publish their work in peer-reviewed or refereed venues (journals, monographs, edited volumes) and/or books as an author or editor. Digital dissemination is considered equivalent to similar printed publications and will be evaluated as such.*

- 6.2.5.1.1 *Research grants, received and applied for, are 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 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 more 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 or 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 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 co-presenters, co-participants, and/or co-authors, and all such work should be documented.*
- 6.2.5.4 *Primary audience of user-group product. Professional peers and the general professional or scientific community are more highly valued as target audiences than specialized groups and undergraduates. Faculty members are encouraged to consider the impact of their product. Where high impact can be demonstrated, the*

program considers this to be of utmost importance, and the nature of the target audience less so.

6.2.5.5 *A given scholarly product may show strengths in few, some, or all of the characteristics of scholarly excellence discussed above (6.2.4.1-6.2.4.5). In keeping with the standards of the field, products that show strengths in all of these areas will be evaluated more favorably than those that show strength in fewer areas.*

6.2.5.5.1 *Psychology has no specific quantity requirements for scholarly products. However, faculty products showing strengths in the characteristics described in sections 6.2.4.1-6.2.4.5 of this document are weighted more heavily than those products that show fewer strengths.*

6.3 University and Community Service

6.3.1 The faculty role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other members of the University community, including activities related to alumni and the University Foundation.

6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission through service to our community, region, state or nation. Per the Carnegie definition, community engagement and service-learning that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service-learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good; and enriches scholarship. Community engagement and service-learning are particularly valued at Stockton.

Because the social and behavioral sciences are necessarily entwined with ongoing changes and challenges in society, policy, and culture, community service can be an important aspect of faculty development. Multiple modes of community engagement are valued and consistent with the obligations of faculty members in the School. Service can take many forms and may include the development, enrichment, or leadership of the academic program, service to the University and School through participation or leadership in committees or other formal or informal university initiatives, service to the campus community through the development of engagement or enrichment opportunities for our students, broader community service with local, regional, or national organizations, and professional service of many types.

The centrality of community and professional service to the applied research and teaching of many school faculty members may link service with teaching and research in important and indelible ways, and thus enrich multiple aspects of the faculty member's contribution to the University, community, and society.

6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.

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 *As faculty members move through reappointment, tenure, and promotion ranks, their advancing skills and knowledge are expected to be reflected in the importance and quality of service.*

6.3.4.3 *Service and citizenship are important components of a faculty member's position and key elements to be considered in evaluation for reappointment, tenure, and promotion. While all forms of citizenship and service are commendable, some are more valued and appropriate than others. For example, the demonstration of active committee participation or serving as an effective chair is meritorious, and faculty are obligated to provide evidence demonstrating their contributions. Serving as a committee member is less meritorious than leading a committee, when meaningful outputs and outcomes are demonstrated in both cases.*

6.3.4.4 *Faculty are expected to demonstrate capabilities in meeting new and changing institutional responsibilities and assignments.*

6.3.5 Evidence of effectiveness in University or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the University, or of a non-University group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

In our School, service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on a social challenge or objective is particularly valuable; similarly, general social engagement that enriches the community, tightens the bonds between campus and community, helps fulfill the University's responsibilities as citizen, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value.

- 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 lend to 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. Periods of greater or lesser emphasis on some types of service should be complemented by greater or lesser emphasis on other types of service, producing balance and a consistently high level of service, overall.*
- 6.3.7 *Examples of program service include, but are not limited to:*
 - 6.3.7.1 *Active involvement in the collective life of the Psychology Program, such as:*
 - 6.3.7.1.1 *Regular attendance at program meetings.*
 - 6.3.7.1.2 *A collegial and helpful approach to course scheduling, which helps the program to meet demand for seats, particularly in required courses.*
 - 6.3.7.1.3 *Participating in the hiring of new faculty that meet the needs and mission of the University (review and selection of finalists, interviewing, and selection process).*
 - 6.3.7.1.4 *Encouraging student involvement in various activities sponsored by program, Psychology Club, and/or Psi Chi.*
 - 6.3.7.1.5 *Once tenured, becoming an active member of the program's Personnel Committee (i.e. carefully reviewing files for reappointment, tenure, and promotion; active participation in discussion about candidates' merits; and in the rendering of a program decision on such applications). Examples include:*
 - 6.3.7.1.5.1 *Writing program letters to be included in candidate's personnel file.*
 - 6.3.7.1.5.2 *Peer reviews.*
 - 6.3.7.1.5.3 *Consulting with faculty candidates.*

- 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 other 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 University-wide 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 University-wide 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 non-psychology 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 non-profit organizations, providing leadership on committees or task forces of external organizations, developing community-based programs, and serving on community or organization boards.*
- 6.3.9.7. *Professional leadership is a valued service to the field and may be demonstrated through the application of one's expertise to organize conferences or create meeting forums within the faculty member's domain of professional expertise. In all cases, faculty must provide evidence for this leadership and describe the potential impact.*
- 6.3.9.8 *Scholarship of teaching, advising, program development, curricular development, and that related to community organizations or clinical practice may also be considered professional service as appropriate and where indicated as such in the candidate's personnel file.*
- 6.3.9.9 *The service specified here is not intended as exclusionary of other types of professional service, and faculty members may apply their disciplinary knowledge in significant ways to areas not forenamed.*
- 6.3.10 *Examples of community service include, but are not limited to:*
 - 6.3.10.1 *Active membership on local, statewide, national, or international professional boards, charities, institutions, civic or advocacy groups.*
 - 6.3.10.2 *Offering consulting to local, statewide, national, or international professional organizations, charities, institutions, civic or advocacy groups.*
 - 6.3.10.3 *Educating through workshops, seminars, talks to local, statewide, national, or international professional organizations, charities, institutions, civic or advocacy groups.*

6.4 Non-Tenure Track Positions (NTTP)

Professional Responsibilities

The teaching assignment for an NTTP shall be thirty-two (32) teaching credit hours for ten-month positions and forty (40) teaching credit hours for twelve-month positions. As noted above, other duties may be assigned in lieu of teaching, such as clinical or student supervision, academically related duties, or appropriate in-unit program-related responsibilities. These specific non-teaching duties will be assigned by the Dean, and specified in each NTTP's letter of appointment. The union shall receive a copy of the letter of offer from the Dean prior to the issuance of a formal contract. Management shall agree to provide the union a list of NTTPs with their teaching loads and non-teaching assignments on an annual basis.

During the period of instruction, NTTPs shall be present on campus as necessary to perform their assigned responsibilities, including office hours. Any assigned duties performed away from campus

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.

Summary

Academic programs in the School of Social and Behavioral Sciences may define more specific guidelines for faculty promotion and advancement. Such guidelines may specify particular expectations for teaching, service, or research based on that program's priorities and needs. In addition, program standards might offer contextual details that help frame and define the professional expectations and norms in the respective discipline; this will help frame the individual faculty member's achievements for reviewers outside the discipline and enrich evaluators' understanding of program developments and needs as candidates' files are reviewed.