

Contract Renewal

Typical Contract Schedule

Fall, Year 2

September 15: Candidate Materials due to Department Chair
October 15: Department Recommendations due in Provost's Office
November 15: Provost's recommendations due in President's Office
December 15: You will be notified of President's decision by this time.

Spring, Years 3, 5 (for Year 7)

February 1: Candidate Materials due to Department Chair
March 15: Department Recommendations due in Provost's Office
(You should receive a copy by this time.)
May 3: Provost's recommendations due in President's Office
(You will have 5 days to review your evaluative file and include a written response before this time.)
August 31: You will be notified of President's decision by this time.

What to Submit

- Up-to-date Vita
- Self-Reflective Statement that addresses PER categories (or alternatively, the BOT Policies categories)
- Representative teaching material (syllabi, sample assignments, exams, handouts, etc.)
- Written comments from SOFIs (optional)
- Letters from publishers, grant reviewers, etc. (when relevant)

How to Submit

- Flash Drive
- 3-Ring Binders



Personnel Evaluation Report

Contract Renewal, Continuing Appointment, or Promotion of Academic Employees

Candidate's Name _____ Date: _____

Evaluator's Name/Rank: _____

Action Considered (check one):

_____ Contract Renewal from _____ (date) to _____ (date)

_____ Continuing Appointment starting _____ (date)

_____ Promotion from _____ to _____

I. Evaluation of Contributions to Teaching

(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each of the following topics and other topics specific to the department as stated in the Department Guidelines.)

Preparation for Teaching
Classroom Effectiveness
Other Teaching Activities
Contributions to Curriculum
Professional Development
Academic Advisement

50%

Performance rating: _____ Unacceptable performance
_____ Needs improvement
_____ Acceptable performance
_____ Model performance

II. Evaluation of Contributions to the Discipline

(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each applicable topic and other topics specific to the department as stated in the Department Guidelines.)

Original Work
Integration
Application
Scholarship of Teaching
Professional Development

35%

Performance rating: Unacceptable performance
 Needs improvement
 Acceptable performance
 Model performance

III. Evaluation of Contributions to Service

(Provide narrative commentary to describe sources and evidence supporting your evaluation. Comments should be relative to the stage of career of the colleague. Address each applicable topic and other topics specific to the department as stated in the Department Guidelines.)

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Professional Service
Department and College Service
Public Service

Performance rating: Unacceptable performance
 Needs improvement
 Acceptable performance
 Model performance

IV. Conclusions

(Please provide narrative summary and comments.)

Summary Decision: Recommended for current personnel action
 Not recommended for current personnel action

Term Renewal Application

I. Teaching Effectiveness

My philosophy in teaching places emphasis on the development of critical thinking skills in students. Through lecture and formal presentation, I try to make students aware of the theoretical perspectives and empirical evidence that guide our understanding of human behavior. Through discussion of my own research, I try to make students aware of the *process* through which answer questions about human behavior. Through group discussion, I try to help students learn to evaluate the evidence that supports or refutes a specific claim. My perspective on teaching reflects my understanding of human development. The development of critical thinking skills is a "stage-salient" issue for most traditional college students, and I try to create an environment in the classroom that facilitates critical thinking. I encourage students to weigh the merits of every claim – their own, mine, and the field's. I also believe that most traditional college students are going through an active period of identity exploration. As a result, I try to cultivate students' curiosity and encourage them to actively explore their interests

I strive to create a classroom environment where they are comfortable in asking whatever questions they have, and I attempt to respond to them as intellectual collaborators (rather than adopting a strict teacher-student stance). Through this process of fostering critical thinking and exploring their interests, my goal is to prepare students to enter the community of professional colleagues.

A. Intellectual Rigor

Design of courses. In all of my classes, I try to provide opportunities for reflective thinking on the part of the students, whether it comes during class discussion, or takes form in the shape of written assignments and exam questions. I am less interested in students regurgitating facts. Instead I prefer that they think about the meaning of what we cover in class or in reading. To facilitate this type of reflective thinking, I ask students to be able to apply what they are learning to real-world situations. In two of my classes –

– this takes shape in assignments and exam questions that ask students to discuss the implications of what we are learning for promoting the welfare of children and families. For example, in one of my in-class small group activities I ask students to design a sex education program that takes into consideration issues such as the of the target population, as well as potential concerns of parents.

In both I include written assignments requiring students to either design some type of intervention program that will promote children's well being or evaluate an existing intervention. Likewise, in

I try to help students apply what they learn to research in the real world. This application includes discussion of ethical issues, as well as things like the recruitment of samples and the validity of various measurement strategies. In all of my classes, I frequently am able to illustrate concepts that we are discussing with examples

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from my own research with I have found that my real-life experiences in research and applied work often help students develop a more clear understanding of how what they learn applies to real people. In addition, I tend to have many education students in my classes, and my experience working with schools has allowed me illustrate how the concepts we discuss both have implications for children's performance in school and shed light on how we can assess factors that influence children's school performance. The other class that I teach, has a very different format, although it shares similar objectives in helping students apply what they have learned (throughout their college education) to the real world. I employ a seminar format for this class where the focus is on providing extended group supervision, as well as fostering professional development and a sense of collegiality. Weekly sessions include the presentation of some basic themes for us to explore, but I ask students to try to apply the theme (e.g., working with clients) to their particular internship experience. Through group presentations and a final paper, I ask student interns to integrate their experiences with relevant literature in the field.

Content of courses. The content for my courses closely parallels the material presented in the assigned texts for each class, with the exception of which does not use a textbook. However, I add to the material presented in the text, drawing heavily on the current empirical literature and my own research. In and I try to supplement each chapter / content-area with at least one current empirical study. By doing this, I hope to achieve two goals: one, to link what we are discussing with empirical evidence; and two, to communicate that science is an active process of asking new questions and getting new answers. In general, I present current theories and discuss the relevant evidence for each theory. All of my classes have written assignments through which I can gauge how well students are processing the information they are learning. Exams for my classes include both objective and short-answer questions that are roughly evenly divided between fact-based and application questions. In ; we conduct an in-class experiment and students are required to write an scientific report based on this experiment. This activity both allows students to experience the nuances of conducting real research, and it provides them the opportunity to develop skills in communicating the significance of a study. In I present material that is relevant for the wide range of experiences that students are having. Class meeting time consists equally of guided-discussion of "themes" (mentioned above) and open discussion of their weekly internship experiences.

Expectations of students. I have very high expectations of my students, and I tell them this at the opening class of each semester. I want students to be able to understand the material that we cover and to be able to apply it to the real world. One challenge that I have faced is dealing with the dichotomous enrollment in many of my classes, which contain as many (if not more) students. Regardless of their major, I want my students to comprehend the material fully. But not surprisingly, I have found that many of my students do not have the same background as my students, and it creates some challenges in terms of finding the best way to reach each student and bring them to some optimal level of comprehension. Moreover, I have found that I have needed to make some adjustments in the implementation of my expectations. After my first semester (Fall 2000), the SOFI comments from (which contained a high percentage of

majors) indicated that some students felt the class was harder than a 200-level course should have been and that the exams were too long. With these comments in mind, the following semester I made adjustments to my exams and grading, and I think that the result was positive. I try to be honest with my students. I tell them that I am considered to be a tough grader. But I tell them that I will do whatever I can to be helpful to them if they feel like they need some extra assistance. Beyond grading, I expect that my students in _____ and _____ will be able to understand the basic methods and results of the empirical studies we discuss in class, as well as be able to interpret what these results tell us. In addition, for both of these classes my writing assignments are focused on conceptual application of material. As a result, I place less emphasis on strict adherence to _____ or the production of a long term paper. In contrast, for _____ and _____ it is expected that students will complete one (long) format written assignment. In addition, in _____ I require active class participation from students. For a seminar-style class like this, it does the student no good just to come to class and listen. If they are to benefit from this style of class, they need to be active participants, and I let students know that a part of their final grade will be based on class participation (as is stated in the class syllabus).

B. Classroom Performance

My first year at Geneseo certainly involved much growth on my part as an instructor. To help students follow the material that I cover in class, I present an overhead outline on the projection screen, and I supplement what is on the outline by writing additional points on the chalkboard. After the Fall semester, some students indicated on their SOFI comments that the visual material that I presented could be improved. As a result, I revised many of my outlines in the Spring, and I think these changes made my visuals more effective. Although I present most of my material from the podium, I try to walk around the class a bit, especially to respond to students as they are asking questions. A constructive piece of feedback from one of my peer reviewers pointed out that I sometimes have the tendency to pace back and forth. When I subsequently shared this with my students, they laughingly acknowledged that I do have a regular "rhythm" in my movements. I will try to be more conscious of this in the future to minimize potential distraction. As can be seen in Appendix A, students rate the organization of my classes and my overall effectiveness relatively high. However, one area in which I have scored low is in "stimulating style". My peer observations have been particularly helpful here. Constructive (and accurate) feedback on my style pointed out that my voice sometimes trails off a bit, and that I may not always communicate the enthusiasm I have for the material. I have been working on this stylistic point consistently since I arrived. In fact, even though my Spring SOFI scores on this item were low (3.89 average across my classes), it was up from the previous Fall (3.41). I now tell my students at the beginning of the semester to let me know if they ever have trouble hearing me or if my voice trails off at the end of a sentence. I will continue to be attentive to this general issue. Along these lines, I have decided to utilize PowerPoint presentations in my new class this Fall, _____ in an attempt to make my style more visually compelling.

C. Responsiveness to Students

I believe that responsiveness to students is one of my strengths, as my SOFI ratings for responsiveness and feedback seem to suggest. I have three office hours during the week, but I tell students that I am available any day if they want to schedule an appointment. In addition, I set up electronic mailing lists for each of my classes. I liberally use these mailing lists to disseminate information and announcements that are pertinent to the class. I also use the mailing lists to generate discussion outside of class. Student reaction to the mailing lists has generally been very positive. More generally, I try to respond to students' email messages to me promptly. I never take more than 24 hours to get back to a student (usually much quicker), and as exams and due dates for assignments approach, I always log on to my computer from home before I turn in for the evening to see if any student has an urgent question that needs to be addressed before the morning. In addition, this past summer I developed a website –

– to which students can refer for more information about my courses and my research. In addition to course-related advice, many of my students come to talk to me for advice about more general issues, whether it is something that is affecting them personally or more traditional advice about graduate school and career options. I believe that many of these students feel comfortable talking to me based in part on the in-class rapport I establish with my students. Responsiveness to students in the seminar is especially important. I have told these students that my door is open to them throughout the week if they have anything that they need to discuss. I believe that is important for these student interns to know that they have someone on campus that they can turn to if they have questions or concerns about their field experience.

D. Inclusion of Students in my Research

I have been able to include a number of students in my program of research. Beginning with my second semester at Geneseo (Spring 2001), I had a team of 4 students that I was working with. Currently, I have eight students on my research team. My student research assistants have the opportunity to participate in two different lines of research. First, I am training students to code _____ are being obtained on a federally funded research project on _____ that I am conducting with my colleagues in Rochester. Involvement in this project exposes students to cutting edge research questions and techniques, and will give them experience that will look good on graduate school applications. Second, my students and I are beginning a study on factors associated with the timing of _____. The project was approved by the College's Institutional Review Board and is ready to begin data collection. My original group of students played an integral role in the design of this study, and all of my current students will be involved in the data collection. Both of these studies give students more direct insight into how _____ formulate questions and collect data to answer these questions. I believe strongly that involvement in faculty research enriches students' learning experience, and I am happy to include motivated students in my research. This semester two of my students are working with me for "directed study" credit.

E. Summary of Courses Taught at Geneseo

Since coming to Geneseo, I have taught four courses that draw on my previous research and background. I regularly teach

In addition, my teaching rotation currently includes

F. Documentation of Teaching Effectiveness

My first year at Geneseo required professional growth in my new role as a full-time instructor. By the second semester, I felt much more comfortable in this role, and my SOFI scores (relative to the averages for the College and Department) suggest that students thought I was effective as a teacher (see graphs in Appendix A). Two areas of teaching effectiveness that I particularly will continue to attend to pertain to my teaching "style" and how challenging students perceive my courses to be. As I indicated above, I have taken a number of steps to improve my teaching style, and although still low, my ratings on this dimension did show improvement from Fall to Spring semesters. With respect to how difficult or challenging students perceive my classes to be, I still am working on finding an optimal level of challenge. During my first semester, feedback that I received from a number of students (especially in) indicated that my class was harder than it needed to be. In response to this feedback, I made a number of adjustments. One, I made attempts at the beginning of the Spring semester to state my expectations for student performance more clearly. Two, I made a conscious effort to shorten my exams (which perhaps were too long). Three, I went over test-taking tips prior to the first exam. Four, I developed study guides that I distributed to the class prior to each exam. The result was that my SOFI scores on the "course challenging" dimension dropped from 4.32 in the Fall to 4.11 in the Spring. While I clearly was trying to respond to student feedback that my courses were too challenging, I need to continue refining the difficulty level of my courses in order to come more in line with the College and Department.

II. Contributions to the Discipline

My research focuses broadly on the development of Prior to coming to Geneseo, I had authorship on 13 empirical papers and review chapters (including first authorship on 5 empirical papers published in leading journals in my field). I also have presented peer-reviewed papers at numerous national research meetings, and I have given many presentations based on my research to local professional groups (e.g., the Rochester Teacher's Association).

Summary of work since coming to Geneseo. Upon arriving at Geneseo, I began work on a federally funded investigation of the effects of

Along with my colleagues at the we began recruiting the first cohort of subjects for this project last Fall, and since the Spring we have been conducting baseline assessments of the subjects in this longitudinal study. As the author of the grant and as a Co-Principal Investigator on this project, I have been responsible for ensuring fidelity to our research design, and I meet regularly with our research team in Rochester to

review how things are going. In addition, I currently am training some of my students at Geneseo to code videotaped assessments from this study.

In addition, this past April I presented some of my research at the biennial meeting of the Society for Research in . My paper was part of a symposium on the effects of and I presented data that highlighted the combined adverse effects of . This past summer, I submitted an empirical paper to the journal that reported data showing the impact of . My research in this area has shed light on how a context . With this type of information in hand, suggestions for effective interventions can be made.

Research currently in progress: I currently am starting a new project here on campus with my student research team. We will be examining

The retrospective study that we are conducting with college students will provide pilot data for prospective studies with . Currently, there is much debate in the literature on the factors that may be associated with , and our study will try to answer some of the questions that researchers are facing.

In addition, my research team and I are planning another study that should take shape within the next year. Most of the research on the effects has been conducted with urban samples. We know virtually nothing about the impact of in more rural settings. Questions relevant to the possible precursors and consequences of rural-based remain unanswered (and un-asked). My students and I plan to conduct a study on factors associated with . Currently, I am working on the design of this study. Pending IRB approval, I hope to make connections with local school districts in the Spring.

III. Professional and Public Service

College and Department. As new faculty member, my service to the College and Department is still relatively limited. Last year I served on the Department's Student Affairs and Colloquium committees. In the Spring, I was responsible for planning a colloquium given by one of my colleagues, , chair of the department of , at Cornell and a fellow of , spoke about his research on the effects of .

This year, in addition to chairing the Colloquium committee, I will be serving on the Assessment committee and our Faculty Search committee. At the college level, I participated on the panel of faculty "experts" for the campus-wide question and answer session in September . In addition, I will be giving a faculty mini-lecture as part of Parents' Weekend in November. For this presentation, I will talk to parents about my research on the effects of .

Finally, on a less formal level, I do a lot of "advisement" of students, including many who are neither my advisees nor students in my classes. Students sometimes are referred to me (by other students or faculty) for advice about career and educational opportunities, in part (I

think) because of my previous experience and my connections with the local professional community. Frequently students tell me that they appreciate talking to someone who can give them more clear direction on career paths and opportunities. Based on my 15 years of work in the real world before coming to Geneseo, I am aware of the diversity of opportunities available to majors who want to get involved in As a further note, I helped 5 Geneseo students obtain summer employment at the this past year.

Professional. As a member of the editorial board for the journal (the leading journal in my sub-field), I reviewed approximately 7 first-submission manuscripts during the past academic year, along with several re-submissions. In addition, I was an ad hoc reviewer for at least one submission to the journal (the leading journal in my major field).

In addition, I am a consultant on a federal grant application submitted by Dr. at the University of Buffalo. My consultant role on this project will be based on my expertise in

Community. I am a founding member of the Board of Trustees for the Charter School of Science and Technology in Rochester. This K – 9 school enrolls approximately 1,000 children from inner-city Rochester. My involvement with the school stems from my previous work at the School District. While at , I frequently did in-services for the Rochester City School District. In addition, I formed a collaboration between and several city schools that resulted in the provision of school-based services for children and families. Over the course of my years of and research, I increasingly became convinced that the optimal way of providing services to children effectively was to reach them where they are – namely school. The Charter School offers a unique opportunity to create and provide creative, comprehensive, and integrated services to children and their families. Such services are consistent with the school’s focus on the whole child. As a Board member, I also chair our Wellness Center task force and our Research and Evaluation task force.

