

Teaching expectations- Psychology Approved 4/25/11
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The Psychology Department values high quality teaching. Quality of instruction is evaluated based on multiple measures including but not limited to self assessment, student evaluations, peer reviews, GDI scores, colloquia and other public presentations, and teaching awards. High quality teaching should include evidence of teaching up-to-date material and content that challenges students. In addition, faculty are expected to exhibit appropriate professional behavior in their classrooms and interactions with students.

The typical job description for tenure-track/tenured faculty in Psychology specifies 60% time allotted for teaching. This includes a 2-2 teaching load (12.5% for each 3 hour class) with the remaining 10% for graduate student mentoring (e.g., mentoring students through their Master's theses and dissertations and serving on graduate student thesis, comprehensive examination, and dissertation committees). APL job descriptions typically specify 75% time devoted to teaching as a 3-3 teaching load. This job description also applies to faculty teaching at University of Wyoming/Casper College. Teaching in Psychology includes a wide range of experiences, including large and small classes, undergraduate and graduate courses, seminars, writing intensive classes, clinical supervision, and non-typical teaching such as honors theses and mentoring undergraduate research assistants. Most faculty are expected to have a variety of teaching experiences. We recognize that some of these variables may affect student ratings of teaching in that classes that are larger, have more technical content, and are more demanding (e.g., lower GDI scores) may have lower numerical ratings than smaller seminar classes. Similarly, in developing new classes, faculty may have lower evaluations as they pilot innovative teaching approaches and new content. We also consider these factors as well as class topic matter, the availability of assistance from TAs, and faculty teaching and administrative load. In evaluating teaching quality, we strive to balance this information to arrive at an overall assessment of teaching rather than relying on a numerical cut-off for acceptable teaching.

All faculty are expected to revise and update the content on their courses to reflect new developments in the field. Curriculum development is conducted by the Undergraduate Curriculum Committee and is evaluated under Service Expectations.

Supervision of undergraduate and graduate student research is also considered part of the Psychology teaching expectations. Graduate student research work, including Master's theses, and dissertations, is expected to be of publishable quality. Faculty are expected to meet with students regularly and mentor them in all aspects of scientific research, including design, analyses, interpretation, and writing as well as mentoring in professional development and career goals. Faculty may also mentor undergraduate students in honors theses, senior theses, and McNair projects, as well as undergraduate research assistants. Faculty who have graduate student TAs are expected to mentor them in teaching, such as watching guest lectures and providing feedback.

Faculty are expected to maintain high quality instruction following tenure. Teaching quality is reviewed for post-tenure reviews and promotion to Full Professor. Candidates for Full Professor are expected to be able to teach a variety of classes, to successfully mentor graduate students through PhD training programs, and to contribute to graduate and undergraduate scholarly activities .