In 2009, the Provost’s Office directed Deans and Heads to assure that faculty evaluations take into consideration efforts to promote University Culture in three major areas: 1) assuring appropriate attention to safety and compliance; 2) multidisciplinary collaboration; and 3) enhancing diversity and internationalization climate and experiences. Addressing Item 1 requires that each faculty member complete all mandatory training programs (e.g., Creating a Discrimination-Free Workplace, Ethics, Information Security Awareness CSCN, Orientation to the A&M System, Reporting Fraud, Waste, and Abuse) and have reviewed safety and compliance for both teaching and research. Prior to submitting your Annual Evaluation, please verify all on-line training programs have been completed and complete Attachment 1.

Items 2 and 3 have been addressed through the addition of a question under grants, scholarship, graduate teaching, undergraduate teaching, and through an elaboration of the material requested under university and department service. The new material is underlined below and the scope of the Provost’s request is detailed in Attachment 2. The Evaluation Committee will seek faculty input as to how this new information should be weighted in the spring semester, prior to committee review.

The new material required by the Provost’s Office subsumes much of the material that was previously requested by the College. Please review the examples of National Prominence, Internationalization, and Diversity, outlined in Attachment 3 and highlight accomplishments within your evaluation materials. Remember, the Dean’s office uses this information to determine merit raise allocations for all departments in the College. Thus, the sum of the raises awarded in our department is constrained by the amount of this allocation. As a result, it is in our best interest to clearly document the department’s achievements in national prominence, internationalization, and diversity. The major indicators of success within each category are listed below as bullet points. The report provided by the Head on accomplishments within these three areas is based upon the year 2010 only. Thus, please highlight (e.g., underline) all achievements/activities relevant to national prominence, internationalization, and/or diversity during 2010.

While deciding how these directives should be addressed (weighted) within the evaluation process requires faculty discussion, it should be recognized that our “Criteria that may be employed in evaluation of faculty for annual merit raises” reference accomplishments relevant to national prominence, internationalization and diversity. Thus, while it remains unclear how these factors should be weighted, their inclusion is consistent with the current criteria.

Please return the completed form as a Word/PDF file (preferred) or a hard copy to Michelle Brown (micbrown@tamu.edu) by February 4, 2011. Please also EMAIL an updated vita to Michelle.
NAME:

I. RESEARCH

A. GRANTS (List funds from both extramural and local sources)
   1. Grants awarded during 2008-2010 (names, agency, amount, term of grant, role in grant (PI, co-PI, co-Investigator):
   2. List of grants submitted that were not funded – 2008-2010:
   3. Currently active grants that were funded before 2008 (names, agency, amount, term of grant, role in grant (PI, co-PI, co-Investigator):
   4. Grants submitted before January 1, 2011 that are currently under review:
   5. Additional sources of funds brought to the department during 2008-2010. None
   6. Multidisciplinary collaborations (Indicate participation in collaborative research projects in the past year. Please specify any international and/or multidisciplinary components of your collaboration.):

B. SCHOLARSHIP (Publications appearing in print [not “in press” or online] in 2008-2010; Provide full citation)
   1. Refereed journal articles (Indicate the citation impact score for each journal outlet.):
   2. Books (Comment below on each item as to the type of book (trade, professional), your role in the book (sole vs. multi-author), the type of peer review, and other indicators of quality/impact (reviewed in Contemporary Psychology or reputation of publisher). Please provide a copy of each book listed. It will be returned to you upon completing the merit raise review process.):
   3. Chapters:
   4. Articles in proceedings:
   5. Other publications (e.g., Encyclopedia or Dictionary entries, book reviews, commentaries):
   6. Presentations/invited addresses:
      Conference on Gender Development, San Francisco, April 2010
   7. Multidisciplinary collaborations (Indicate participation in collaborative research projects in the past year. Please specify any international and/or multidisciplinary components of your collaboration.):
II. TEACHING AND TRAINING

A. GRADUATE TRAINING (2008-2010)

1. Citations for papers you published with graduate students, 2008-2010:

2. Graduate Courses Taught between 2008-2010

<table>
<thead>
<tr>
<th>Semester</th>
<th>Class</th>
<th>Respondents/Enrollment</th>
<th>Item #10 Evaluation</th>
<th>Item #15 Evaluation</th>
<th>Overall Mean</th>
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3. Doctoral Committee(s) Chaired – 2008-2010 (list names of students):

4. Doctoral Committee Member – 2008-2010 (list names of students):

5. Masters Committee Chaired – 2008-2010 (list names of students):

6. Masters Committee Member – 2008-2010 (list names of students):

7. Placement of Graduate Students – 2008-2010 (list names of students and placement):

8. Other Graduate Student Training Efforts – 2008-2010 (e.g., PSYC 684, 685, 691):

9. Indicate (as applicable) contributions that your graduate teaching made to interdisciplinary/multidisciplinarity, diversity, collaborative work, and/or internationalization.
B. UNDERGRADUATE TEACHING (2008-2010)

1. Undergraduate Courses Taught between 2008-2010:

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<tr>
<th>Semester</th>
<th>Class</th>
<th>Respondents/Enrollment</th>
<th>Item #10 Evaluation</th>
<th>Item #15 Evaluation</th>
<th>Overall Mean</th>
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2. Undergraduate Research Fellows in 2008-2010:

3. Other undergraduate teaching efforts in 2008-2010:

4. Citations for papers you published with undergraduate students, 2008-2010:

5. Involvement of undergraduates in research. (Describe your efforts in providing research training to our undergraduates):

6. Indicate (as applicable) contributions that your undergraduate teaching made to interdisciplinarity/multidisciplinarity, diversity, collaborative work, and/or internationalization.

III. SERVICE (during the period 2008-2010)

A. NATIONAL (Describe below the various forms of service you offer on the national scene.)

1. Federal grant review panels:

2. Editorships & associate editorships (List Journal and Citation Impact Rating. How many manuscripts do you handle per year?):

3. Editorial board membership (Journal Name and Citation Impact Rating. (Note: Editorial board membership means that you are listed on the masthead of the journal—it does not mean that you regularly review for the journal.):

4. Offices in professional organizations (e.g., APA):

5. Other: I review for the following journals:
B. UNIVERSITY (Describe below the various forms of service you offer the University (including University level committee appointments, membership in the Faculty Senate, and other efforts; note multidisciplinary work and efforts to enhance diversity and/or internationalization).

C. DEPARTMENTAL. Describe below the various forms of service you offer to the department (including involvement in recruiting, committees, etc…; note efforts to enhance diversity and/or internationalization).

IV. AWARDS (Describe awards won during the period of 2008-2010)

V. OTHER COMMENTS ABOUT YOUR EVALUATION:
Attachment 1
SAFETY AND COMPLIANCE

Faculty members are responsible for reasonable mitigation of safety concerns in the research and teaching environments where they have been assigned as the lead researcher or instructor of record. Safety concerns may typically be categorized in two major dimensions:

1. The level of potential negative impact to individuals or the university in the event of a safety mishap, and
2. The probability (likelihood) that the mishap would occur.

Impact is concerned with personal physical and mental safety as well as reputational or financial burden to the university in the event of a mishap. Probability of mishap occurrence in an educated estimate of the relative frequency of such mishaps.

<table>
<thead>
<tr>
<th>Potential Negative Impact</th>
<th>High</th>
<th>Med</th>
<th>Low</th>
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<td>HL</td>
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<tr>
<td>Likelihood of occurrence</td>
<td>Low</td>
<td>Med</td>
<td>High</td>
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</table>

Teaching. Faculty Members should consider the teaching environments they were responsible for and list any safety concerns they would estimate fall into any cell outside of the LL box. For areas that are ML or LM, awareness is sufficient if the faculty member feels appropriately prepared to handle the issue. For intermediate areas (HL, MM, LH), the faculty member may simply explain the training or precautions they engage in to mitigate the concern. For the remaining areas (HM, HH, MH), the faculty member must attach a pre-approved plan for mitigation signed by the department head. For identifying or mitigation efforts, the faculty member or department head are encouraged to consult with the University HSS area as needed or desired. If the faculty member does not believe any safety concerns falls outside of the LL cell, then he or she should simply check item 'b' above, otherwise they should attach the lists and actions.

_____ After consideration of the teaching environments where I am instructor of record in the environment, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

Research. Faculty Members should consider the research environments they were responsible for and list any safety concerns they would estimate fall into any cell outside of the LL box. For areas that are ML or LM, awareness is sufficient if the faculty member feels he or she is appropriately prepared to handle the issue. For intermediate areas (HL, MM, LH), the faculty member may explain the training or precautions they engage in to mitigate the concern. For the remaining areas (HM, HH, MH), the faculty member must attach a pre-approved plan for mitigation signed by the department head. Faculty members and department heads are encouraged to consult with the University HSS area as needed to identify or mitigate efforts.

_____ After consideration of the teaching environments where I am instructor of record in the environment, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.
Attachment 2

STRATEGIC AREAS FOR MULTIDISCIPLINARY ACTIVITIES
UNIVERSITY LEVEL

For the purposes of this document, we include interdisciplinary activities under the banner of multidisciplinary activities. By multidisciplinary activities, we mean an activity that draws from or is at the intersection of more than one discipline or department.

Research:
- Active in a university Landmark area of research. (Effective and Excellence metrics should be determined by the leaders of the landmark area.)
- Active research with a university recognized center or institute (can be a TAMUS component center or institute if the university is a recognized partner) that is multidisciplinary. (Effective and Excellence metrics should be determined by the center or institute.)
- Participation in a multidisciplinary project that has garnered significant national attention (as demonstrated by funding, publication contracts, or other special national recognition) where investigators from three or more TAMU colleges or outside universities are involved.
- Research scholarship that utilized the state of the art of multiple disciplines.

Teaching:
- Teaching in multidisciplinary program courses (courses with prefixes outside of departmental degree prefixes, such as GENE, TOXI that include more than one college as an active participant).
- Teaching in freshman seminar courses with UPAS prefix.
- Teaching in a disciplinary course in a learning community that involves students in courses that span two or more colleges.

Service/Engagement
- Active participation in the Faculty Senate, both in the Senate and assigned committee activities.
- Active participation in a major university council or committee. (For 2009 these include the Councils on Finance Environment, Research Environment, Built Environment, Education Environment, Climate & Diversity, Development, and the Committees for Academic Master Plan Steering, Research Roadmap, Teaching and Learning Roadmap, Engagement Roadmap, SACs steering.)
- Leadership in the CPI, Distinguished Professors, or a recognized Faculty Network.
- Active participation on a search committee for a dean of another college or a university administrator.
- Active participation in K-12 outreach and research especially at the local, state, or national level.
- Active participation in communities or corporate partnership.
- Active participation in entrepreneurship classes or activities.
- Active participation in proposals submitted and awarded valued at $1.5 million or more.
- Active participation in publications based upon community based projects.
- Active participation in service/engagement learning development grants.
  - Active participation in partnerships initiated with corporate/community organizations, including funded research, training programs, development of coursework.
Attachment 3

Indicators of Success or Achievement of Departments in the College of Liberal Arts
Suggestions from the CLA Committee to Consider Merit-Related Topics

I. National Prominence or Visibility

- Proportion of the Faculty with publication in top journals or with top presses, or nationally prominent artistic performances
- Proportion of the Faculty with competitive external grants
- Proportion of the Faculty with national awards or recognition (e.g., book awards)
- Rankings in National Research Council or commercial media outlets (e.g., US News), or by disciplinary groups, including comparative rankings of publication rates
- Placement of Graduate Students (particularly in Ph.D. granting institutions)
- Graduate Student grants, publication, external fellowships, and national awards
- Proportion and number of faculty offering “I” and “W” courses
- Proportion and number of faculty directing completed senior honors theses

Additionally, national recognition of faculty in professional association (e.g., President); editorships, associate editorships or editorial board memberships of top journals; memberships on grant award panels for national agencies; national teaching awards; or success in hosting national conferences; department efforts to enhance time to graduation and retention, department efforts to evaluate and enhance teaching (e.g., participation in CTE programs, organized department programs for teaching graduate assistants, etc.); faculty and graduate assistants (teaching) receiving teaching awards; faculty and graduate student involved in scholarship of teaching; department participation in LBAR courses and offering honors classes; department efforts to recruit and encourage participation in national honorary societies (e.g. Phi Beta Kappa, Phi Kappa Phi, etc.); undergraduates with confirmed applications to national and international awards (e.g. Fulbright, Marshall, Truman, Goldwater, Rhodes, etc.).

II. Internationalization

- Number of faculty with Fulbright Awards or other international fellowships
- Number of faculty invited to give plenary or keynote addresses abroad or other invited presentation abroad
- Number of international visitors brought to the Department, especially sponsorship of Fulbright visitors
- Number of speakers, programs, events, etc., relating to international topics that are targeted to or include undergraduate students

Additionally, creation of special undergraduate or graduate experiences in the international area (including study abroad classes), participation in International Studies program; hosting international conferences; engaging in research with international colleagues; contributing to international studies or curriculum in the University; students receiving international merit awards (e.g., Fulbright, Rhodes, Marshall, etc.).
III. Diversity

- Success in recruiting and mentoring faculty from under-represented groups
- Success in recruiting and mentoring graduate student from under-represented groups
- Efforts in recruiting and success in mentoring undergraduate students from under-represented groups
- Number of hosted speakers from under-represented groups
- Number of speakers, programs, events, etc., addressing diversity targeted to or including undergraduate students

Additionally, departmental successes in adding diversity to the department’s curricular offerings and programs to encourage graduate study by TAMU undergraduates from under-represented groups; participation in programs such as the “Pathways to the Doctorate” or in programs to encourage undergraduates to consider graduate programs; department participation in Women’s Studies, Hispanic Studies, and Africana Studies minor programs; hosting conferences, workshops, or seminars on diversity-related topics; successful department programs to enhance the climate relative to diversity in the department, among the faculty, and in the student body; faculty or students receiving diversity awards.