SAMPLE
TENURE AND PROMOTION DOSSIER

Thank you to Dr. Katharine Adams, Associate Professor of Psychology and Counseling for sharing this sample dossier. This sample dossier may be helpful in providing guidance in the preparation of tenure and promotion dossiers. Since faculty members have a variety of experiences and accomplishments, each faculty member's dossier will be a unique document. Please note that the dossier was divided into six sections and appropriate supporting documents were provided in the appendices located at the end of each section (I-VI)

Section I: T & P Overview

Cover pages (Tenure and Promotion) attached.
Vita attached. NO PUNCHED HOLES

Section II: Evaluations of the Candidate by Review Committees and Administrators

Relevant sections of the unit and college or division tenure and promotion guidelines for the appropriate job action.

Valdosta State University Dewar College of Education's Suggested Minimum Performance Guidelines for Promotion / Tenure Consideration attached.

Annual Faculty Evaluations for each year under review.

Pre-tenure review letters and annual evaluations are in Appendix A.

Summarize accomplishment of annual goals and status of any recommended areas for improvement.

My performance as assessed in the annual faculty evaluations has been satisfactory for each of the past five years. Overall, in the area of teaching and instruction, I have received positive SOI ratings. I have consistently reflected on and responded to student feedback and have remained motivated to improve the teaching-learning environment through varied instructional approaches. In 2008, it was recommended that I collect and report impact measures of my teaching. Therefore, pre and post measures were implemented. The results of the impact measures have demonstrated significant positive differences in student learning (See Section III: Teaching and Advising). Each year I have met or exceeded my teaching/ instruction goals and have selected appropriate goals for the next year.

In the areas of professional growth and productivity, my activities over the past five years have included pursuing professional licensure and continuing education, research, presentations, and publications. In addition to meeting the rigorous Georgia state standards for the practice of professional psychology through licensure, I have participated in research endeavors which have resulted in several presentations and publications (See Section IV: Scholarship and academic

achievement). Each year I have met or exceeded my professional growth and productivity goals and have selected appropriate goals for the next year.

Finally, over the past five years, I have demonstrated my commitment to actively serve students, colleagues, the Department of Psychology and Counseling, the Dewar College of Education, and Valdosta State University. I have been involved in service work at all levels of the university, including student research in the form of thesis work, chairing both the Student Services Committee and Student Financial Aid Committee, and serving as an elected COE representative on the Faculty Senate (See Section V: Service). Each year I have met or exceeded my college/community service goals and have selected appropriate goals for the next year. Summative quotes by Dr. Bob Bauer, Department Head, were taken from my annual evaluations and are presented in the tables below.

Teaching and Instruction	
2011	"Per usual, Dr. Adams earns exceedingly high SOI ratings and response rates large enough to provide stable ratings. Her reflection and responsiveness to quantitative and qualitative student data is remarkable. Her impact measures are large and significant. She met and exceeded her 2011 goals and selected fine ones for 2012. She is a teacher's teacher."
2010	"Dr. Adams continues to use her highly positive SOIs and impact of teaching-learning data to inform her quality and varied instructional approaches. Dr. Adams met her 2010 goals well and selected reasonable and appropriate 2011 goals."
2009	"Dr. Adams is practicing the scholarship of teaching with her attention to detail, experimentation with teaching techniques and approaches, and effect-size measures of the teaching-learning environment. She addressed her 2009 goals well and selected reasonable ones for 2010."
2008	"Dr. Adams is reflective and uses feedback to modify teaching-learning environments of her courses. Although generally well received, her response rate is low, as is the department's, and at times variable. She does need to collect and report impact measures of her teaching. Dr. Adams addressed her 2008 goals well and her 2009 goals are suitable."
2007	"Although this is Dr. Adams' first semester here, her SOI ratings are very good. She is a reflective practitioner who is motivated by the teaching-learning environment and how to improve it."

Professional Growth and Productivity	
2011	"Dr. Adams continues to be active in this area with CE activities, research, presentations, and publications. Dr. Adams has articles submitted for review and her continuing research should result in publication. She addressed her 2011 goals and selected fine ones for 2012."
2010	"Dr. Adams has attained a personal milestone and a professional achievement by meeting rigorous state standards for the practice of professional psychology. She is now a Licensed Psychologist in Georgia. This is also an achievement for the P&C department. Dr. Adams remains exceptionally active in this area and she has ongoing research that should produce additional presentations and publications. Dr. Adams met her 2010 goals well and selected reasonable and appropriate 2011 goals."

2009	"She addressed her 2009 goals well and selected reasonable ones for 2010. To quote from the Personnel Committee's Pre-tenure Review of Dr. Adams, Dr. Adams has pursued a variety of development activities to improve her teaching and broaden her professional training. The committee especially notes her efforts to pursue licensure as a psychologist in Georgia, which will provide her the opportunity to improve her clinical skills, and in turn, her ability to train students in the applied graduate programs, particularly the clinical-counseling and school psychology programs."
2008	"Dr. Adams is well engaged in this area and needs to publish her research. Her continued progress toward licensure is expected. Dr. Adams addressed her 2008 goals well and her 2009 goals are suitable."
2007	"Dr. Adams is already involved in professional growth and scholarship and has selected satisfactory goals for 2008. She will also want to consider preparing for licensure over a period of time."

College and Community Service	
2011	"Dr. Adams remains strong in her service to students, colleagues, the department, COE, and University. Her commitment is tireless. She met her 2011 goals and selected fine ones for 2012."
2010	"Dr. Adams' involvement in this area continues to be exceptional with service to the University at all levels. The department is fortunate to have a colleague with such commitment to the department and its students. Dr. Adams met her 2010 goals well and selected reasonable and appropriate 2011 goals."
2009	"Dr. Adams is fully engaged with the University and she addressed her 2009 goals well and selected reasonable ones for 2010. To quote from the Personnel Committee's Pre-tenure Review of Dr. Adams, "Dr. Adams has been actively involved in service work at all levels of the university. Her willingness to serve on the Faculty Senate so early in her career is laudable, and the additional assignments of committee work and even chairing committees are ambitious. The committee also notes the impressive involvement in student research in the form of thesis work. Dr. Adams' service is a significant strength."
2008	"Dr. Adams is developing and targeting her involvement in this area. Dr. Adams addressed her 2008 goals well and her 2009 goals are appropriate."
2007	"After her first year here and with the assistance of the department, Dr. Adams will address this area with greater breadth and depth. Her 2008 goals are reasonable."

Recommended Activities for Improvement	
2011	"Dr. Adams is on target for her next personnel action. For a successful Promotion and Tenure Application, Dr. Adams needs to continue to develop all areas assessed in the Annual Review, especially publication of individually authored articles in refereed periodicals."
2010	"Continue trajectory of professional development as a member of the academy. Dr. Adams is making excellent progress toward her next personnel action form."
2009	"Continue to develop all areas. She is an excellent addition to the department. She is progressing well toward her next Personnel Action."
2008	"To ensure appropriate progress toward pre-tenure, promotion, tenure, and merit raise considerations, Dr. Adams is directed to select faculty web resources and is asked to meet with me later to discuss various criteria if she has questions."

2007	"We are delighted that Dr. Adams has joined our faculty. She is already contributing to the undergraduate psychology major and Clinical/Counseling and School Psychology Programs and importantly she interacts well with her colleagues and students. An additional goal for Dr. Adams and each member of the department is to develop measures of student growth in knowledge, skills, or abilities for every class taught and to report the results for at least one class in next year's annual evaluation. Dr. Adams will help the M.S. Program obtain accrediting body recognition this year. Also, because Dr. Adams teaches courses taken by students in the School Psychology program, she will assist the department in gaining and maintaining PSC, BOR. NASP, and NCATE accreditation, including the use of required software."

Section III: Teaching and Advising

Summaries of SOIs for at least the last four years. Within these summaries, candidate describes how she has used information provided by SOIs to improve teaching.

I have taught both undergraduate and graduate courses at Valdosta State University since the fall semester of 2007. The SOI summaries and anecdotal student feedback provided below demonstrate a pattern of excellence in teaching. Full SOIs for all courses taught from fall 2007 through summer 2012 are in Appendix B.

SUMMER 2012						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYG7600Y02	Yes	12	0	--	--	--
PSYG7600Y03	Yes	15	1	5	5	5
SPRING 2012						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC2700B	No	50	29	4.71	4.76	4.78
PSYC3400A	No	48	23	4.45	4.38	4.57
PSYC3400C	No	36	19	4.68	4.78	4.75
PSYC7971	No	4	0	--	--	--
PSYC7972	No	3	0	--	--	--
FALL 2011						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC7100A	No	10	2	5	5	5
PSYC7100B	No	8	4	4.25	4.25	4.44
PSYC8800A	No	13	3	4.67	4.67	4.77

SUMMER 2011						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC2700B	No	34	5	4.6	4.6	4.68
PSYC3400B	No	34	4	4.75	4.75	4.85
PSYC5400	No	2	0	--	--	--
SPRING 2011						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC2700D	No	50	22	4.73	4.55	4.72
PSYC3400A	No	34	9	4.67	4.22	4.52
PSYC8400A	Yes	13	1	4	4	4.77
PSYC7971	Yes	8	0	--	--	--
PSYC7972	Yes	1	0	--	--	--
FALL 2010						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 7100A	NO	8	1	5	5	5
PSYC 7100B	NO	8	0	--	--	--
PSYC 8800	NO	16	4	5	5	4.94
SUMMER 2010						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 2700-B	NO	32	8	4.88	4.88	4.9
PSYC 3400-B	NO	28	6	4.67	4.67	4.64
PSYC 5400-B	NO	2	0	--	--	--
SPRING 2010						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 2700-D	NO	50	21	4.71	4.67	4.71
PSYC 3400-A	NO	32	11	4.91	4.82	4.83
PSYC 3400-C	NO	36	10	4	4.1	4.29
PSYC 4800	NO	32	7	4.86	4.86	4.89
FALL 2009						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 7100A	NO	9	3	5	4.67	4.87
PSYC 7100B	NO	11	1	5	4	4.62
PSYC 8800	NO	8	3	5	5	5

SUMMER 2009						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 2700-B	NO	29	0	--	--	--
PSYC 3400-B	NO	25	2	5	5	5
PSYC 5400-B	NO	3	0	--	--	--
SPRING 2009						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 2700-C	NO	50	6	4.5	4.5	4.55
PSYC 2700-E	NO	50	9	5	5	4.91
PSYC 3400-A	NO	33	13	4.5	4.4	4.61
PSYC 4800-A	NO	37	13	4.7	4.3	4.62
FALL 2008						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 8800-A	YES	18	8	4.8	4.5	4.73
PSYC 7100-A	NO	5	2	2.5	2	--
PSYC 7100-B	NO	7	2	4.5	3.5	4.42
SUMMER 2008						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 2700-B	NO	28	0	--	--	--
PSYC 3400-B	NO	25	0	--	--	--
PSYC 5400-B	YES	2	0	--	--	--
SPRING 2008						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 2700-C	YES	50	10	3.5	3.1	--
PSYC 2700-E	YES	49	15	4.7	4.4	--
PSYC 3400-A	NO	30	9	4.9	4.4	--
PSYC 4800-A	YES	27	7	4.9	4.6	--
FALL 2007						
Course Number	New Preparation	*N* = Enrollment	*N* = SOI Completed	*M* = Instructor Rating *	*M* = Course Rating *	M = SOI Overall
PSYC 3400-A	YES	32	8	4.8	4.5	--
PSYC 7100-A	YES	10	9	4.1	3.8	--
PSYC 7100-B	YES	8	0	--	--	--

** Overall the instructor/course was excellent, 1 = Strongly Disagree, 5 = Strongly Agree*

Overall, students who responded to the SOI surveys (N = 364) over the last five years have endorsed positive ratings of their courses (M = 4.72) as well as my overall performance as the instructor (M = 4.62). Students indicated that course assignments and policies were explained clearly, the course increased their knowledge of the topic and helped further develop academic skills, and addressed the conceptual frameworks identified in the syllabus. Additionally, students indicated that I was prepared for class, made effective use of class time, returned assignments in a timely manner, explained grading criteria, was willing to discuss course related issues, and responded to student questions appropriately. Finally, students reported that I appeared to enjoy teaching, was knowledgeable and well prepared, presented course material in an effective manner (e.g.., didactic presentation with power points, video examples, and organized group discussions and/or projects), set high standards for students, expected student success, and provided helpful feedback. My presentation style was described as upbeat, practical, and relevant. Summarized anecdotal information about the courses and instructor are provided below.

What were the best features of the course(s)?

- Diversity of instructional methods (e.g., power point presentations, videos, guided discussion, debates, and group activities)
- Course lectures
- Broad range of interesting topics and material
- Study guides provided
- Use of real world examples
- Supplemental documentaries
- Class interaction and discussion
- Video clips and multimedia
- Group work and presentations
- Interactive assignments
- Projects to simulate real world experiences and practice skills
- Practical application of the APA Ethics Code through course assignments
- Application of information during hand-on activities and assignments
- Effective online learning format (i.e., use of iSpring video lectures and assignments)
- Online resources, materials and quizzes

What are your instructor's strengths?

- Competent and attentive to detail
- Knowledgeable
- Well prepared and organized
- Available and approachable
- Made good use of class time
- Engaged students in the course materials
- Gave opportunity for practical application of material
- Demonstrated practical relevance of material
- Provided clear illustrations for important concepts
- Attentive to level of student understanding
- Responds quickly to emails

- Kind, caring, helpful, positive and fun
- Passionate
- Friendly and open to questions and comments
- Cares about student learning
- Detailed and personable
- Offers clear explanations of complex material
- Teaching style that is professional, yet compassionate, warm and welcoming

The following is a quote from a student in PSYC 3400 (Summer 2009):

> *"She [Dr. Adams] is definitely people oriented and cares very much about her students. She never missed a class or came to class unprepared. She taught many different ways, which allowed everyone to learn in their most efficient way. Her exams were very fair and straight forward. She has a wonderful personality and her love for Psychology definitely shows. She always graded assignments very quickly and posted them very quickly onto Blaze View, which most professors do not do. She made herself very available to her students to talk either in class, by e-mail, or during her office hours. She went above and beyond any professor I have had thus far! She is definitely knowledgeable about all material and made it all very interesting and also told stories of clients and case studies so that it was that much more applicable. Very good professor; she is a keeper."*

The quote above affirmed for me that students appreciated the amount of time and effort that I spent preparing for classes. Using a variety of instructional techniques allowed me to better meet individual student learning needs. My attentiveness and availability conveyed to students that their learning was important to me. Finally, students appreciated my knowledge of psychology as well as my applied clinical experience.

Each semester, I reflect on and responded to the quantitative and qualitative student data received from SOIs. The SOI data was used to inform the quality and varied instructional approaches of each course taught, with the goal of making every semester an improvement upon the one prior. Examples of how information provided by SOI reports was used to improve my teaching at the undergraduate and graduate levels are presented in the tables below:

PSYC 2700 (Human Growth and Development)	
2012	After reviewing student response from PSYC 2700, the basic design of the course and methods of instruction will remain the same. However, before teaching this course again, I will consider that the course work load may have been heavy at times (i.e., quizzes, online assignments, class preparation) and I will re-consider the value of each assignment in terms of student learning and evaluation of student learning. Similar to comments made in 2010, nursing majors consider the course material appropriately challenging, but other students (e.g., majoring in psychology) wish for more in-depth coverage of the material. I will carefully consider how to meet the needs of diverse majors represented in this course.

2011	After reviewing student responses from PSYC2700, I continued to use multiple methods of teaching and assessment. In response to student suggestions, I posted the lecture Power Point presentations on Blaze View to facilitate note taking. I also set the Blaze View quizzes so that they opened at the beginning of the semester and closed at 5:00pm on the day the class started a new chapter.
2010	After reviewing student responses from PSYC 2700, it appeared that overall students were pleased with the design and content of the course, as well as the methods used to teach course content. However, based on student feedback, I considered adding additional group activities. Also, although the dates for Blaze View quizzes were indicated in the syllabus, I made a point to announce them in class. Finally, I evaluated course content to determine if the depth of information was appropriate for students from diverse majors and backgrounds.
2009	No suggestions were offered by students in their SOIs for this course in 2009. However, I underwent a teaching paradigm shift after being introduced to the work of Ken Bain, author of *What the Best Teachers Do*, and Maryellen Weimer, author of *Learner-Centered Teaching: Five Key Changes to Practice*. With a fresh perspective on teaching and student learning, I re-designed my courses, including PSYC 2700.
2008	After reviewing student responses from PSYC2700, I continued to use multiple methods of teaching (*i.e., power points, video examples, and organized group discussions and/or projects*). For the most part, students appreciated my presentation style described as upbeat and practical, but two students in PSYC 2700C reported that too much information was covered during class (including examinations) and perceived my presentation style as "boring". Therefore, I considered alternative ways to engage students during instructional time and to break up the information into smaller units.

PSYC 3400 (Abnormal Psychology)	
2012	After reviewing student response from PSYC 3400, the basic design of the course and methods of instruction will remain. However, based on student feedback, I will consider whether I am again relying too heavily on class lecture (using Power Point) as a primary teaching method. Also, depending on the number of students enrolled, I will consider adding short answer or essay questions to the multiple choice examinations that I typically administer. However, this would have been difficult given the class sizes (48-50 students) this year. Finally, while most students were challenged by the depth and breadth of course material, I may need to consider going in more depth on certain topics, to sufficiently challenge the more advanced students.
2011	After reviewing student responses from PSYC3400, I continued to use multiple methods of teaching and assessment. In response to student suggestions, I posted the lecture PPT presentations on Blaze View to facilitate note taking, but preferred not to include a lot of text on the slides. I also included more detailed explanation of the group presentation in the syllabus and explained the assignment in more detail during class. Finally, I required students to turn in an outline of their presentation before the due date giving me opportunity to provide guidance/feedback regarding the content of their presentation.
2010	The majority of students in PSYC 3400 during the 2010 academic year were pleased with the design and content of the course, as well as the methods used to teach course content. However, students in this course desired less group activities and more extra credit. Additionally, based on student feedback, I considered the breadth of information covered

	on each exam and provided Blaze View study guides. Some students indicated that they desired a more formal lecture style and that instructional information is more inclusive of various theoretical approaches. I did evaluate the professional nature of my lecture style, making it a bit more formal, but due to time restrictions, could not accommodate all theoretical approaches.
2009	As noted previously, I re-designed all of my courses, including PSYC 3400, after being introduced to the work of Ken Bain and Maryellen Weimer in 2009. Much of the student SOI feedback was addressed by the re-design. Additional opportunities for group work was added, efforts were made to capture student attention with media and engage them in activities.
2008	After reviewing student responses from PSYC3400, I continued to use multiple methods of teaching (*i.e., power points, video examples, and organized group discussions and/or projects*). For the most part, students enjoyed my presentation style. Based on student feedback, I continued to work with IT to identify and resolve any classroom technical problems (*i.e., video and computer equipment*) before students arrived for class. Minor technical problems may have detracted from the learning experience for some students.

PSYC 4800 (Introduction to Clinical Practices)	
2010	Students in PSYC 4800 were pleased with the design and content of the course, as well as the methods used to teach course content, as indicated by their SOIs. However, student feedback indicated that they did not appreciate the text book and wished for another to be considered. They also recommended alternative due dates for assignments, which were considered.
2009	Students in this particular section of PSYC 4800 indicated on their SOIs that they did not enjoy group work and preferred to work independently. Additionally, based on their feedback, the Power Point presentations used during class were posted on Blaze View so that they could be printed out before class to facilitate note taking. Finally, students expressed a desire for additional instructional approaches, which were used the following year.

PSYC 7100 (Intellectual Assessment)	
2011	Given the practical nature of PSYC7100, I continued to offer opportunities for hands-on learning in 2011. While the online learning format was successful from the student perspective, I did not feel this class lends itself easily to online learning and was difficult for me as an instructor. I will not likely use the online format as much for this course in the future. I feel that all assignments were graded in a timely manner and made available to students before the next assignment was due. Finally, overlapping section lectures and creating lab times allowed me to make the best use of my time, but in the future I would like to ensure that all students are made aware that class times may be subject to change. This is noted on BANNER when students register for the course.
2009	As noted previously, in 2009 I re-designed all of my courses, including PSYC 7100, after being introduced to the work of Ken Bain and Maryellen Weimer in 2009. Additionally, SOI feedback revealed that having a limited number of test kits poses challenges for students in completing required practice sessions. The purchase of additional test kits was requested. Also, students expressed the importance of receiving timely feedback on their practice administrations. These concerns were addressed in the re-scheduling of

	assignments.
2008 2007	In reviewing SOI responses for PSYC7100 in 2007 and 2008, it appeared that most students liked the practical nature of the course content, and they valued how I provided examples to clarify abstract materials and to model professional style writing. Some students offered feedback for improving the course. Most feedback was directly related to the demanding workload and included reducing the number of assignments or rescheduling due dates to reduce academic demands on students. I agreed that the four credit hour course is demanding by nature, and I addressed this issue by critically evaluating and revising the course where appropriate. Feedback also included the benefits of improving communication between the instructor, graduate assistant, and students.

PSYC 8400 (Consultation Theory and Practice)	
2010	After teaching PSYC8400 for the first time, I realized that slight modifications will be necessary before I teach the course again. Most students felt the consultation simulation project was helpful, but those students who had a relationship with their consultee prior to the simulation appeared to have more difficulty with the assignment. The prior relationship complicated the consultation relationship. In the future, I will stipulate that students should not have a relationship with their consultee volunteer prior to the project.

PSYC 8800 (Legal and Ethical Issues in Psychology)	
2011 2010	Feedback provided by student SOIs was positive for PSYC 8800 in 2010 and 2011. Overall students appreciated the interactive nature of the course. They felt the class discussion was helpful and assignments were relevant. I will continue to use a similar course format.
2009	As noted previously, I re-designed all of my courses, including PSYC 8800, after being introduced to the work of Ken Bain and Maryellen Weimer in 2009. Student SOI responses indicated that the course work load was somewhat heavy, but all assignments and activities promoted student learning.
2008 2007	In reviewing student responses from my graduate course, PSYC 8800, it appeared that most students liked the practical nature of the course content, and they valued how I provided examples to clarify abstract materials and to model professional style writing. No suggestions were offered from students to improve the course.

PSYG 7600 (Assessment of Children who are Talented and Gifted)	
2012	PSYG 7600 was my first experience teaching an online course in 2012. I felt the course experience was positive for students, but only one student completed the SOI. The student responses indicated that information and assignments were thought provoking and the course offered excellent online resources to educators. The student felt the 10 page assessment review project with 15 or more sources was a difficult assignment but it facilitated student learning. I will use a similar course design and structure in the future.

Evidence that course syllabi are in Dewar COE format.

Course syllabi were patterned after the syllabus template provided by the Dewar College of Education. As suggested, course syllabi for fall 2012 were sent to Dr. Lynn C. Minor in the

College of Education for approval. To evidence consistent format and content, the most recent syllabi for courses taught since the fall of 2007 are included in Appendix C. The syllabi in the appendix are as follows:

PSYC 7100 A, *Intellectual Assessment* (Fall 2012)
PSYG 7600 Y02, *Assessment of Children Who Are Talented and Gifted* (Summer 2012)
PSYC 2700 B, *Human Growth and Development* (Spring 2012)
PSYC 3400 A, *Abnormal Psychology* (Spring 2012)
PSYC7971/7972, *Clinical/Counseling Practicum I & II* (Spring 2012)
PSYC 8400 (now PSYC 7500), *Consultation Theory and Practice* (Spring 2010)
PSYC 4800, *Introduction to Clinical Practices* (Spring 2009)

Evidence of the use of course, program, and/or unit assessment data to inform teaching.

Teaching Effectiveness

Teaching effectiveness and student learning was assessed in selected courses using pre- and post-measures. Pre- and post-test questions contain key concepts representative of the course materials. Each term, the pre-test was completed on Blaze View during the first week of classes and the post-test was completed on Blaze View during the last week of classes. The post-test was another administration of the pre-test. Students earned a small amount of extra credit by completing both tests. This information was used to provide information regarding teaching effectiveness on a semester by semester basis as well as to assess student learning over the course of the semester (See also Section III-C, Explain how instructional innovations have positively impacted student learning/performance).

Teaching effectiveness was evaluated for courses taught between the summer semester of 2009 through the spring semester of 2012. Student learning was assessed using a comparison of points earned for correct item responses on pre and post measures. There were significant, positive differences in the scores between pre and post measures for all courses assessed including PSYC 2700, PSYC 3400, PSYC 4800, PSYC 5400, PSYC 7100, and PSYC 8800. In all cases, $p \leq .00$, with typical effects sizes from $r \geq .69$ - .96. For full teaching effectiveness/student learning information, including statistics please refer to Section III-C or Appendix D.

Additional evidence that demonstrates effective teaching (e.g., innovative teaching approaches, observation of classroom instruction, peer-review of online instruction, peer review of course artifacts, etc.)

Innovative teaching approaches are addressed specifically in Section III-C. Here, additional evidence that demonstrates effective teaching includes the implementation of technology in the classroom and effective instruction beyond the classroom.

Classroom Technology Implementation

Technology was an integral part of each course that I taught during the past five years. I used PowerPoint slides for all of my courses. PowerPoint slides for all chapters were uploaded and

available to students via Blaze View. A variety of other resources were also uploaded to Blaze View to help facilitate student success (i.e., syllabus, study guides, sample tests, report writing templates, and supplemental pdf articles). Depending on the nature of the course, class discussions, assignments, and/or exams were administered, completed, and/or submitted in an on-line format through Blaze View. The Blaze View grade book was used for all courses and remains a convenient means of providing students with feedback on their performance in a timely manner.

I have been intentional each semester in learning about new resources and technology to facilitate instruction. In beginning my career at Valdosta State University, I knew very little about web-based instruction. In an attempt to learn and effectively integrate online methods into my instruction, I started by incorporating one online learning module into selected classes each semester. These modules included some of the techniques as described above (e.g., online resources, discussion boards, etc.), but also included narrated lecture presentations created with *iSpring* video technology.

During the fall 2011 semester, I had the opportunity to use online instruction to a larger extent in my graduate courses. During a five week online learning module, students viewed narrated video lectures (iSpring), completed relevant individual online assignments, and engaged in online debates using the discussion board. Communication was facilitated via email and Skype. Online learning sessions were supplemented with on-campus labs to provide students with opportunities to practice newly acquired skills. Overall, the experience was successful as indicated by unit exams, written reports, and SOI data.

Finally, during the summer semester of 2012, I had the opportunity to teach two courses entirely online. I effectively taught two section of PSYG 7600 (*Assessment of Children who are Talented and Gifted)* as part of the Georgia on My Line (GOML) gifted teacher endorsement program.

Instruction Beyond the Classroom

Student learning takes place outside as well as inside the classroom. For example, many students seek opportunities to participate in faculty research or opt to complete undergraduate or graduate thesis projects because they desire the experience or have aspirations of obtaining an advanced degree. In the fall semester of 2009, four graduate students requested additional supervised research experience. In response to their request, I formed a student research group that met bi-weekly to discuss research ideas and develop projects. All students completed the "Citi program" modules and were taught experimental procedures. Students assisted with literature reviews and data collection. In 2010, the IRB approved a research study proposed by the group, with myself listed as principal investigator. The study was written into a manuscript entitled, "*Religiosity and Fundamentalism: Attitudes toward Mental Illness and Preferences for Counseling*" and was submitted for publication this past year. The manuscript is currently under revision.

In addition, I have served on both undergraduate and graduate thesis committees. Participation in thesis research provides valuable learning experiences for students outside the traditional classroom. Thesis committee work has also been valuable to me by allowing me to refine my

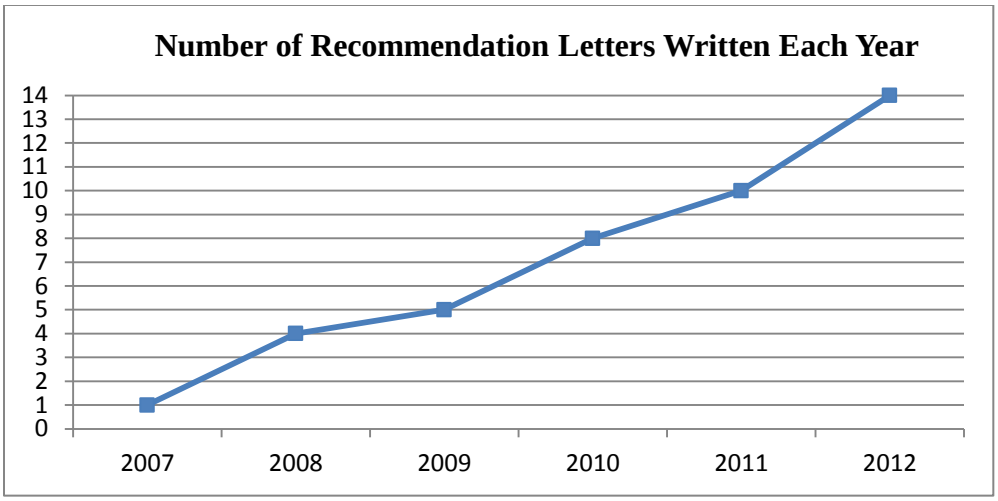
research skills and expand my breadth of knowledge. Title pages, signature pages, and abstracts for the theses tabled below are provided in Appendix E.

Name of Student and Title of Thesis	Description of Activity
Lamica Grant, *The effectiveness of Positive Behavioral Intervention Support (PBIS) in a multi-grade alternative school*	Member of graduate thesis committee. (Chair: Dr. Larry Hilgert) Currently in progress.
Stephany Norris, *Examining the big five personality factors as predictors of burn out among counselors*	Member of graduate thesis committee. (Chair: Dr. David Wasieleski) Completed Summer 2011
Hope Harrison, *Receiving love: Recognizing love expression from others*	Chair of undergraduate thesis committee. Completed Spring 2011
Jade Enrique, *The Georgia Pyramid of Interventions: African Americans in the special education process.*	Member of graduate thesis committee. (Chair: Dr. Larry Hilgert) Completed Spring 2011
Christina Morelli, *Personality and voice quality in college-aged women*	Member of graduate thesis committee. (Chair: Dr. Mary Gorham-Rowan) Completed Summer 2010
Kendra Lowe, *Familial tolls of war*	Member of graduate thesis committee. (Chair: Dr. Kerry Hinkle) Completed Fall 2010
Jessica Edenfield, *Relating romantic attachment-styles to relationship maintenance strategies*	Chair of undergraduate thesis committee. Completed Spring 2010
Jessica Rutland, *Predictors of medication compliance in Schizophrenia: A meta-analysis*	Member of graduate thesis committee. (Chair: Dr. Mark Whatley) Completed Fall 2008
Heather Walker, *Wechsler Intelligence Scale for Children- Fourth Edition and Woodcock Johnson III Tests of Cognitive Abilities: Which is a better predictor of student achievement as measured by the Woodcock-Johnson III Tests of Achievement?*	Member of graduate thesis committee. (Chair: Dr. Kerry Hinkle) Completed Spring 2008

Finally, effective teaching often involves assessing student potential for future pursuits in the form of recommendation letters. When I receive recommendation letter requests, I am honest with students about my ability to make a positive recommendation based on observation of past performance and interactions. Students are evaluated in terms of their academic, clinical, and research capabilities as well as their general character. After reflection and discussion of the overall quality of letter I am able to write, sometimes a student request stands and other times they retract their initial request in hopes of securing a stronger letter of recommendation elsewhere.

I have written letters of recommendation for 42 undergraduate and graduate students pursuing advanced degrees, scholarships, internships, licensure or employment. Below is a line graph

detailing the number of students for which I have written letters of recommendation by year. The number of requests have steadily increased from 2007-2012 as I have built relationships with students and established my professional identity as an instructor and clinician in the M.S. Clinical/Counseling Psychology program and the Department of Psychology and Counseling.



A. Advising

Summaries of student opinions of advising for at least the last 4 years. Within these summaries, candidate describes how she has used information provided by student opinions of advising to improve advising.

I started advising students in the fall semester of 2008. I am currently listed as the faculty adviser for 64 students (14 graduate and 50 undergraduate) within the Department of Psychology and Counseling. I meet with students individually twice per year for advising, which includes reviewing their unique program of study and assisting them in taking courses that contribute meaningfully to obtaining their degree and overall career goals. Advisee files are updated at each meeting to reflect the students' academic progress and any pertinent information gleaned from the advising session. Over the past five years, only a small percentage of my advisees have completed an advisor evaluation. In Spring 2012, two students completed the evaluation; in Fall 2009, 10 students completed the evaluation; in Spring 2009, one student completed the evaluation; and in Fall 2008, one student completed the evaluation. Tabled below are student ratings followed by anecdotal comments demonstrating excellence in advising. Please refer to Appendix F for advising evaluations.

Advisor Evaluation Items	**Percent of "Often" Responses**	**Percent of "Always" Responses**
Your advisor assists you in course selection.	0	100
If you sought help on a matter not within the normal academic advising process, was your advisor helpful in directing you to an appropriate source?	7	93
Your advisor informs you of program requirements.	7	93

Your advisor keeps appointments you have made.	0	100
Your advisor discusses your future career plans.	7	93
Your advisor is interested in your academic progress.	0	100

How could this advisor have helped you better?

- She could not have helped me any better! She is an awesome advisor! I love her.
- My advisor was extremely helpful.
- She couldn't have, she is almost perfect!
- Dr. Adams could not have been any better in helping me, both with academics, but also with personal issues that have come about. She is absolutely amazing.
- I would have changed nothing, she was excellent. I'm glad she is my advisor.

What has this advisor done that you especially liked?

- Dr. Adams is a very kind, caring advisor (and professor). She always has something encouraging to say and has helped me past a lot of personal issues in the last few years. She always makes time for me, never rushes me, and I can tell she genuinely cares about how I am doing in school, but also in life in general. She is by far a keeper! Everyone I know that knows her agrees that she could not be a better professor, adviser, or person. I cannot say enough about her, but she has been a huge help to me over the last several years of knowing her.
- She was very friendly.
- She truly listens to anything I have to say. She is the epitome of a fantastic advisor.
- She has shown interest in my future.
- She is very helpful even when I am unaware of the classes I need and/or want to take. She is more than willing to help even when I do not have a scheduled appointment.
- Help me try and get into some classes that I'm interested in since I have lack of motivation to go to core classes.
- She replies to emails very quickly, offers suggestions on courses and when to take them, her office is always open to her advisees and student who need help.
- Sit with me and explain what I need and how to get it.

Additional comments:

- When she offers advice on course offerings- take it! You can easily overextend yourself and she is always dead on…she will sign off on the courses you want, but if she ever recommends changing something or not doing something a certain way, listen to her!
- Keep up the great work.
- She is an excellent advisor, and she truly tries to help in any way she can. She tries her best to keep up with your situation (good or bad) and help you take a path that is most beneficial to you. Give her a raise!
- She has gone above and beyond her duties as an advisor and as a professor. She is my favorite professor here at VSU, and has been an awful lot of help. She is always extremely caring and is wise beyond her years. She is definitely a keeper!

As indicated by advisee ratings and comments, students appreciated that I met with them personally and listened to them. They were pleased with the individual attention and assistance I

provided them. It was evident to students who responded to the survey that I cared about them personally, as well as their progress toward educational and career goals.

Finally, I would like to make mention of my service on the Student Financial Aid Appeals Committee (Chair, 2009-2010) because it contributed to my development as an academic advisor. Since being involved with this committee, I am more aware of how poor academic performance, academic probation/suspension, and loss of financial aid may impact student progress toward graduation. This knowledge allows me to work with my advisees in a proactive manner to try to prevent some of these problems.

Documentation of participation in university or program orientation sessions.

In addition to individual advising appointments, I have regularly participated in the Dewar College of Education (COE) orientation and advising sessions since the spring semester of 2008. I attended the COE orientation and advising sessions on the dates listed below.

COE Orientation and Advising Attendance				
2008	**2009**	**2010**	**2011**	**2012**
January 2 June 25 August 14	January 8 June 8 June 12 August 13	June 26 June 28 August 12	January 6 June 3 June 25 June 27 August 11	January 5 June 15 June 23 August 9

The COE orientation and advising sessions have provided me with opportunities to work collaboratively with more experienced faculty members. As I learned more about the advising process, my observation progressed into active participation at the sessions. The orientation and advising sessions provided me with opportunities to work with new and transfer students who had a variety of advising needs. My participation benefited students, the department, and the college, but also benefitted me professionally by increasing my advising knowledge and experience.

Course/Program development and revisions.

In designing my courses, the course textbook has served as the basic foundation for each course, but the content and design of my courses have changed with experience over time. For example, as a beginning teacher in the fall of 2007, I attempted to cover most of the information in the text book through class lecture, which overwhelmed students and restricted the amount of time we had left for processing, applying and thinking critically about the course materials. Because I was not eliciting the active participation or engaged classroom interaction I desired, I made revisions, retaining aspects of my teaching style/strategies that were successful (e.g., multimedia and experiential opportunities) and revising or modifying strategies that were less than optimal.

Midway through my second teaching semester (spring 2008), I made an effort to learn all that I could about effective teaching methods and I sought strategies to make my courses more interesting, engaging, and relevant to students. I attended the 15th Annual Georgia Conference on

College and University Teaching. At the conference, I was introduced to the work of Ken Bain, author of *What the Best Teachers Do,* and Maryellen Weimer, author of *Learner-Centered Teaching: Five Key Changes to Practice,* and I underwent a paradigm shift. As a lifetime learner myself, I continually seek ways to improve upon my teaching abilities, but in general I attempt to adhere to four basic principles that characterize my teaching philosophy:

1. I attempt to create a "natural critical learning environment" in which skills and information are embedded in assignments or activities that students find interesting. Each class session may include a combination of "mini" lectures (presentation of information in discrete modules), video clips and/or pod-casts, dyad or group activities, and guided class discussion.

2. I think of teaching as anything that I might do to encourage students to learn. I want to instill a love of learning in my students. When preparing a lesson, I ask myself "What big picture questions should students be able to answer after this lesson?" and "How will students best learn this information and material?"

3. I consider the classroom environment to be an environment "engineered" for learning and meant to engage students. I spend time planning for each class session by defining outcomes, organizing learning activities, and then developing diverse assessments (e.g., group activities, student presentations, in-class activities, student debates, tests/quizzes, papers, etc.).

4. I instruct on the assumption that students want to learn and I maintain high expectations for my students. I fully expect that learning will continue outside the walls of the classroom and try to think of ways to facilitate that transition.

I started with minor changes in my courses by implementing a few of the newly learned strategies from the conference, and then completely restructured my courses during my third teaching semester (summer 2008). By focusing on the big picture issues, I have made many positive changes in how I teach as well as how students learn and those positive changes are reflected in feedback gleaned from the SOI.

In summary, while the foundation for all of my courses remains in the Conceptual Framework of the Dewar College of Education and relevant program specific objectives, I have consistently revised various aspects of the courses taught each semester based on (a) current research and information on the topic, (b) student SOI feedback, (c) increased knowledge and skill regarding best teaching practices, and (d) my own personal experiences regarding the successful and/or unsuccessful aspects of each course. Overall, the curriculum and procedures for each course taught have been reviewed and revised at least annually.

C. *Innovative Teaching Approaches*

Describe teaching innovation(s).

I have described my general approach to teaching, including course design and revision as well as the use of technology in the classroom in previous sections. Here I will include specific examples of some of the more innovative approaches to student learning that I have incorporated into my courses over the past five years:

Breakout Group Activities (PSYC 2700 & 3400): With the large number of students enrolled in some of my undergraduate courses, it is difficult to engage all students during class. In an attempt to actively engage students, breakout groups were implemented. Over the course of the semester students worked together within randomly assigned groups to complete in-class active learning activities as directed by the instructor. By working together in small groups, students built relationships with each other, thus increasing their personal investment in each other and the course. Due to their increased comfort level within the small groups, they were also more likely to engage in class discussion as a larger group. The small group work also encouraged class attendance due to the newly formed social networks. Group activities were randomly chosen for grading throughout the course (two before midterm and two after midterm). If students missed an in-class group activity (due to a documented medical or family emergency) they were permitted to complete the activity individually, but in-class participation points were deducted.

"Show and Tell" Presentation (PSYC 2700 & 3400): This assignment encouraged students to independently learn more about course related topics that interested them and then provided them with the opportunity to share their interests with peers. Randomly assigned groups of three students led a 10-15 minute multimedia presentation that expounded beyond the course materials. The presentation was relevant to the course topics, but did not replicate the materials covered in class or in the text (e.g., photographic memory [PSYC2700], pro-ana/pro-mia movement [PSYC3400]). Each group spent approximately half of their allotted time presenting audio/visual material (e.g., video/movie/commercial clips, home video clips, pod-casts, YouTube, print media/graphics) and the other half of the time presenting informational content in a more traditional didactic style using PowerPoint slides with animation. One typed page describing the contributions of each group member to the presentation was turned in to the instructor on the day of the presentation. Each group presentation earned a single grade which was applied to all group members.

Developmental Scrapbook of Me (PSYC 2700): Students were asked to complete a scrapbook documenting their lifelong growth and development to help them personalize and apply (and thus better understand and remember) course materials. Scrapbooks contained one (or more) pictures of the student from each developmental period (e.g., infancy, toddlerhood, childhood, adolescence, adulthood). Additionally, students detail developmental milestones they achieved in six specified content areas (e.g., physical, sensation/perception, cognition, language, personality, and social/moral). Students constructed the scrapbook over the course of the semester by adding the personalized information to the scrapbook as the course material was introduced during class.

The final product submitted at the end of the semester contained one (or more) pages devoted to each developmental period.

APA Style (6th Ed) Interactive Tutorial (PSYC 8800): The interactive APA style tutorial designed by the instructor teaches students the basic tenets of APA style (6th edition). Once accessed through Blaze View, the tutorial presents students with discrete modules of information and then assesses their level of comprehension at various checkpoints using a simple question and answer technique. If a student answers incorrectly to a checkpoint question, they are redirected to review the information and are then reassessed. Students must successfully complete each module before advancing to the next module. The tutorial is used to teach APA style writing in preparation for a required research paper in a graduate level course.

Chapter Pre-Tests (PSYC 2700 & 3400): For undergraduate classes, quiz questions based on the chapter readings were administered before the chapter materials were presented in class. Quizzes were administered on Blaze View according to a set schedule and could not be made up. Points earned on quizzes were factored into the students' overall grade. The quizzes served as incentive for students to read course materials before attending class. Previewing the chapter materials before class provided students with a framework for learning the materials presented in class and facilitated classroom discussion.

Practice Protocols (PSYC 7100): The nature of this applied graduate course called for both didactic instruction and experiential opportunities to practice the various measures of intelligence. To accommodate both important aspects of learning, class sessions were divided into two hour blocks. One block involved didactic instruction of course content and material, while the second block provided supervised practice opportunities in which students got hands-on experience with the test materials, practiced administering the materials, asked questions about standardization, and learned from corrective feedback. Students were also required to complete practice protocols and video record test administrations outside of class time.

Consultation Simulation & Case Analysis (PSYC 8400): Students (consultants) worked in pairs under supervision to develop a consultative relationship with a professional staff member (consultee) to discuss a problem or concern. The student met with the consultee for at least three sessions. One session was the contracting stage and the remaining two sessions were the problem identification stage of problem solving. Process notes for each of the three sessions were required to clearly document each stage of the consultation process. The critical analysis included an analysis of the consultee and client's environment, a discussion of the contracting and problem identification stages (including strengths & weaknesses of the process), and a summary of the consultation process as a whole.

Weekly Journals (PSYC 8400): Reflection is a critical part of making learning relevant and meaningful. Each week, students journaled about their readings, and academic/professional experiences. The journals were submitted weekly for review through the Blaze View assignments tool.

Leadership Presentations (PSYC 8800): This activity was introduced to me by my colleague, Dr. David Wasieleski, who experienced success using this activity as my predecessor in teaching the

ethics course. Student dyads are responsible for leading the class through a discussion and/or activity pertaining to a specified topic. Leaders are expected to research the ethical issue thoroughly and raise the basic ethical issues pertaining to the assigned topic. Visual aids and/or supplemental materials may also be used.

Debates (PSYC 8800): This activity was also introduced to me by my colleague, Dr. David Wasieleski, who experienced success using this activity as my predecessor in teaching the ethics course. Case examples are provided to pairs of students who are required to debate opposing sides of the ethical issue presented in the case. Students prepare all possible arguments, and then a random process is used to assign the "side" each student will take. The debate involves a point-by-point debate, with each side arguing their assigned side. Questions may also be asked of the participants by the audience, including other students and the instructor.

Explain how instructional innovations have positively impacted student learning/performance.

Course grade distributions provide an estimate of student learning and performance. I examine the grade distributions for each course examination, paper, and project, to monitor student performance through the semester. Additionally, I determine course grade distributions to monitor course rigor and ensure that students are able to meet the demands of the course. It is important to me that students are able to demonstrate sufficient mastery of the course materials and it has been my experience that the majority of students are willing and able to learn if provided with appropriate learning conditions (e.g., discrete topics, varying activities, meaningful and formative assessment). Grade distributions collapsed across semesters for each course are presented below. More detailed grade distributions by individual class and semester are in Appendix G.

UNDERGRADUATE COURSE NUMBER	**Grade**	**Frequency**	**Percent**
PSYC 2700 (SP12, SU11, SP11, SU10, SP10, SU09, SP09, SU08, SP08)			
	A	115	25
	B	190	42
	C	103	23
	D	27	6
	F	19	4
	Total	454	100
PSYC 3400 (SP12, SU11, SP11, SU10, SP10, SU09, SP09, SU08, SP08, F07)			
	A	100	26
	B	170	44
	C	82	21
	D	19	5
	F	15	4
	Total	386	100

PSYC 4800-A (SP10, SP09, SP08)			
	A	18	19
	B	39	41
	C	31	33
	D	5	5
	F	2	2
	Total	95	100

GRADUATE COURSE NUMBER	**Grade**	**Frequency**	**Percent**
PSYC 5400 (SU11, SU10, SU09, SU08)			
	A	8	89
	B	1	11
	C	0	0
	D	0	0
	F	0	0
	Total	9	100
PSYC 7100 (F11, F10, F09, F08, F07)			
	A	34	43
	B	43	54
	C	2	3
	D	0	0
	F	0	0
	Total	79	100
PSYC 7171/7972 (SP12, SP11)			
	S	15	94
	U	1	6
	Total	16	100
PSYG 7600 (SU12)			
	A	17	57
	B	11	37
	C	1	3
	D	1	3
	F	0	3
	Total	30	100
PSYC 8400 (SP11)			
	A	4	33
	B	7	58
	C	1	8

	D	0	0
	F	0	0
	Total	12	100*
PSYC 8800 (F11, F10, F09, F08)			
	A	30	7
	B	20	38
	C	2	4
	D	1	2
	F	0	0
	Total	53	100*

* Total does not equal 100% due to rounding.

As noted previously in Section III – Evidence of the use of course, program, and/or unit assessment data to inform teaching, student learning was assessed in selected courses using pre- and post- measures. Teaching effectiveness/student learning information, including statistics, for each course by semester and year is presented below (see also Appendix D).

Student learning was assessed using a comparison of raw points earned for correct item responses on pre and post measures for courses taught in the spring semester of 2012. As presented in the table below, there were significant, positive differences in the scores between pre and post measures for all courses assessed including PSYC 2700 and PSYC 3400. Pre and Post test data was unavailable for PSYG 7600.

PSYC 2700 B SPRING 2012 (*N* = 47)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	41.43	11.02	-16.46	.00	-2.54	.85
POST	68.81	6.32				
PSYC 3400 A SPRING 2012 (*N* = 37)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	22.95	4.69	-13.91	.00	-2.52	.84
POST	39	8.09				
PSYC 3400 C SPRING 2012 (*N* = 33)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	23.76	4.27	-12.71	.00	-2.23	.83
POST	38.94	6.32				

Student learning was assessed using a comparison of raw points earned for correct item responses on pre and post measures for courses taught in 2011. As presented in the table below, there were significant, positive differences in the scores between pre and post measures for all courses assessed including PSYC 2700, PSYC 3400, PSYC 7100, and PSYC 8800. Pre and Post test data was unavailable for PSYC 8400.

PSYC 2700D SPRING 2011 (*N* = 46)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	37.20	9.29	-20.15	.00	-3.84	.89
POST	67.85	6.40				
PSYC 3400 A SPRING 2011 (*N* = 28)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	22.18	5.41	-10.60	.00	-2.38	.77
POST	38.75	8.21				

PSYC 2700 B SUMMER 2011 (*N* = 28)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	32.43	7.75	-14.59	.00	-3.40	.86
POST	54.86	5.18				
PSYC 3400 B & 5400 SUMMER 2011 (*N* = 33)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	4.65	1.48	-14.08	.00	-3.31	.86
POST	8.97	1.10				

PSYC 7100 A & B FALL 2011 (*N* = 15)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	19.80	3.05	-14.39	.00	-3.93	.89
POST	33.40	3.83				
PSYC 8800 A FALL 2011 (*N* = 9)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	17.11	2.62	-8.33	.00	-4.10	.90
POST	29.89	3.55				

Student learning was assessed using a comparison of raw points earned for correct item responses on pre and post measures for each course taught in 2010. As presented in the table below, there were significant, positive differences in the scores between pre and post measures for all courses assessed including PSYC 2700, PSYC 3400/5400, PSYC 4800 and PSYC 7100.

PSYC 2700 SPRING 2010 (*N* = 43)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	2.38	.66	-14.93	.00	-3.27	.85
POST	4.34	.53				

PSYC 3400 A & C SPRING 2010 (*N* = 45)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	24.56	5.14	-11.89	.00	-1.89	.69
POST	34.84	5.73				
PSYC 4800 A SPRING 2010 (*N* = 22)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	32.55	5.88	-12.64	.00	-2.10	.72
POST	44.95	5.94				

PSYC 2700 B SUMMER 2010 (*N* = 27)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	2.52	.55	-15.85	.00	-3.32	.86
POST	4.38	.57				
PSYC 3400 B & 5400 SUMMER 2010 (*N* = 25)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	23.80	4.79	-12.25	.00	-1.94	.70
POST	32.80	4.47				

PSYC 7100 A & B FALL 2010 (*N* = 14)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	20.57	2.77	-9.97	.00	-4.10	.90
POST	33.64	3.56				
PSYC 8800 A FALL 2010 (*N* = 13)						
	M	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	16.85	3.21	-12.35	.00	-3.39	.86
POST	29.77	4.32				

Student learning was assessed using a comparison of percent items correct on pre and post measures for each course taught in the Summer and Fall 2009. There were significant, positive differences in the scores between pre and post measures for all courses assessed including PSYC 2700, PSYC 3400/5400, PSYC 7100, and PSYC8800. Please refer to the table below.

PSYC 2700 SUMMER 2009 (*N* = 19)						
	M *	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	.45	.9	-10.36	.00	-3.02	.83
POST	.83	.16				

PSYC 3400 & 5400 SUMMER 2009 (*N* = 19)						
	M *	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	.46	.15	-14.40	.00	-3.51	.87
POST	.87	.07				
PSYC 7100 A & B FALL 2009 (*N* = 19)						
	M *	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	.52	.16	-11.51	.00	-3.29	.85
POST	.90	.03				
PSYC 8800 FALL 2009 (*N* = 8)						
	M *	*SD*	*t*	*p*	*Cohen's d*	*effect-size r*
PRE	.48	.07	-14.73	.000	-6.95	.96
POST	.88	.04				

D. Impact on Student achievement/performance

Describe how teaching has impacted student performance (e.g., student awards, presentations, promotions, publications, and products).

My teaching has positively impacted student performance in a variety of ways. For example, section IV specifically identifies two peer reviewed research publications and four conference presentations that feature one or more undergraduate and graduate student co-authors. My teaching has also positively impacted students in their pursuit of advanced degree programs, successful completion of comprehensive examinations and practicum experiences, and meeting state licensure requirements.

Several of the students I wrote letters of recommendations for have continued their education in advanced degree programs. For example, Penny, my advisee and student in two undergraduate courses (PSYC2700 and PSYC3400) entered a graduate program in Occupational Therapy after graduation in 2010. Additionally, Lynn, a student in two of my graduate courses (PSYC7100 and 8800), was admitted into a School Psychology doctoral program after her graduation in 2009. Finally, Jeann, a student in two of my graduate courses (PSYC7100 and 8800) and member of my graduate research team, entered a doctoral program in Clinical Psychology in the fall of 2012. I am proud of the accomplishments of these young women and was pleased to teach, advise, and recommend them for advanced degree programs.

As a graduate faculty member, I teach core graduate coursework in the M.S. Clinical/Counseling Psychology and School Psychology programs including PSYC 7100 (Intellectual Assessment), PSYC 7500 formerly PSYC 8400 (Consultation Theory and Practice) and PSYC 8800 (Legal and Ethical Issues in Psychology). Additionally, as a Georgia Licensed Psychologist, I have supervised PSYC 7971 and 7972 (Counseling Practicum I and II) during the spring semesters of 2011 and 2012. The foundational knowledge, skill, and experiences imparted to students during these courses have positively impacted student performance in their respective program and in their careers.

For example, to progress in the MS Clinical/Counseling program, student must pass comprehensive examinations before providing services to clients during supervised practicum. Comprehensive examinations cover four core areas of psychology including counseling theories, intellectual assessment, psychopathology, and personality assessment. A score of seventy percent correct is necessary to pass the comprehensive examination. Tabled below are the mean scores for students (N = 39) completing the multiple choice portion of the comprehensive examination in each of the four core areas from the spring of 2008 through the summer of 2012.

Comprehensive Examination Content Area	**Mean Score**	**Percent Correct**
Counseling Theories	18.31	73.24
Intellectual Assessment	19.62	78.46
Psychopathology	19.15	76.6
Personality Assessment	20.18	80.72
Combined Total	77.25	77.25

On average, students who completed PSYC 7100 (Intellectual Assessment) under my instruction answered 78.46 percent of items correct on the intellectual assessment portion of comprehensive examinations. Overall students answered 77.25 percent of items correct on all four areas of the examination combined. Since my hire in the fall semester of 2007, all but one student has successfully completed comprehensive examination requirements.

Additionally, data gleaned from the 2011 MS Alumni Survey indicated that several students nominated my courses as being within the "top three most useful classes" completed in the program. Of the 14 alumni who responded, six students nominated PSYC 7971/7972 (Practicum I and II), four students nominated PSYC 8800 (Legal and Ethical Issues in Psychology), and three students nominated PSYC 7100 (Intellectual Assessment). None of the courses I taught were nominated by students as the "top three least useful classes."

Of the "top three most relevant skills taught" in the program, 11 students identified individual therapy, 10 students identified assessment, and five students identified ethical decision-making, all of which are skills taught and/or practiced within the graduate courses I instruct. Finally, in analyzing specific survey items relevant to the courses I teach, students rated specific opportunities as follows:

2011 MS Alumni Survey Item	**Mean response (5-point scale)**
Opportunity to develop competency in assessment	4.43
Opportunity to develop competency in ethical decision making	4.43
Satisfaction with the quality of supervised practicum	4.36

The 2011 MS Alumni Survey data also offers compelling evidence that my teaching has positively impacted students' professional success. Graduates from the MS Clinical/Counseling program are eligible for licensure as a Professional Counselor in Georgia after passing the licensure exam and completing additional supervised work experience (SWE). According to data

gleaned from the alumni survey, of the 14 students who responded, six had successfully passed a licensure examination (none of the other eight had attempted), seven were currently licensed or certified, and three others were currently completing SWE toward licensure. Of the 14 who responded, 12 were employed within three months after graduation (11 of whom were employed as counselors).

Finally, over the past five years, I have received numerous cards, notes and emails from undergraduate and graduate students after meeting with me during office hours, completing one of my courses, or upon graduation. Students have expressed gratitude for my work in advising, teaching, and clinical supervision. Below are email excerpts from two students that I supervised during practicum last spring, affirming the positive impact I made on them personally and professionally.

On May 03, 2012 at 10:47 AM, _____ wrote:

"Thank you. I know you were able to tell us how proud of us you are and how much we have grown but I know I can say for everyone that you have been a tremendous supervisor this semester. You helped navigate us through our first real world experiences for our profession and I know we couldn't have asked for a better supervisor. And personally you have helped me tremendously over the past two years, I couldn't have asked for a better adviser, professor, or supervisor. I just wanted to tell you that because I wanted you to know, in case you didn't already know, that your students truly are thankful for having you. You definitely make a difference and we talk about it all the time, so thank you."

On Jul 26, 2012, at 1:21 PM, _____ wrote:

"Thanks, Dr. Adams. I appreciate you so much and I am going to miss you. You have truly been a blessing in my life and I know you will continue to be a blessing to others. You are a great professor, but more importantly a great human being and person. I couldn't have asked God to place a more influential person in my life. Thank you so much again for everything you have done."

My letter of appointment to full graduate faculty membership and additional student letters of appreciation are presented in Appendix H.

Section IV: Scholarship and academic achievement

Chronological reference list (APA format) of refereed publications, include a copy of the publications.

Monetti, D. M., **Adams, K. S.,** & Reffel, J. A. (in press; accepted and to be published*). Spread thin: Practical considerations to help meet the needs of gifted students. *Teaching for Higher Potential*.

Breneiser, J. E., Monetti, D. M., & **Adams, K. S.** (in press; accepted and to be published*). The nexus between the above-average effect and cooperative learning in the classroom. *Educational Research Quarterly*.

Lowe, K. N., **Adams, K. S.**, Browne, B. L., Hinkle, K. T., (2012). Impact of military deployment on family relationships. *Journal of Family Studies, 18*(1), 17-27.
Please note: K. N. Lowe was a graduate student in the Ed.S. School Psychology Program.

Edenfield, J. L., **Adams, K. S.**, & Briihl, D. S. (2012). Relationship maintenance strategy use by romantic attachment style. *North American Journal of Psychology*, 14(1), 149-162.
Please note: J. Edenfield was an undergraduate psychology student.

Adams, K. S. & Proctor, B. (2010). Adaptation to college for students with and without disabilities: Group differences and predictors. *Journal of Postsecondary Education and Disability, 22* (3), 166-184.

Hummel, J. H., Whatley, M. A., Monetti, D. M., Briihl, D. S., & **Adams, K. S.** (Fall, 2009). Using the sixth edition of the APA manual: A guide for students. *Georgia Educational Researcher Online Edition, 7 (2).* Available at http://coefaculty.valdosta.edu/lschmert/gera/previous_issues.htm

Copies of each publication are included in Appendix I.
* Letter of acceptance for the final revision of in-press manuscripts are included in Appendix I.

Chronological reference list (APA format) of other scholarly publications, include a copy of the publications.

Geltner, J. A., & **Adams, K. S.** (2010). *Response to intervention model for working with school success* [Audio Podcast]. Available at http://www.counseloraudiosource.net/feeds/CAS090.mp3.

Papers/workshops/symposia presented at a variety of professional (local, state, regional, national, or international) conferences.

Presentation citations are listed in chronological order. Presentation materials are included in Appendix J.

Norris, S., Wasieleski, D., Wiley, L., & **Adams, K. S.** (2011). Examining the big five personality factors as predictors of burn out among counselors. Poster presented at the Graduate Student Research and Scholarship Symposium, Valdosta State University, Valdosta, GA.
Please note: S. Norris was a graduate student in the MS Clinical/Counseling Psychology Program.

Geltner, J. A., Caldwell, C., **Adams, K. S.**, & Hilgert, L. (2011). *Teaching thee hybrid; How to enhance the students' experiences outside the traditional classroom.* Symposium presented at the Online Lifeline Conference, Valdosta, GA.

Adams, K. S., Brown, M., Dochney, B., & Gillard, J. (2011). *Religiosity and Fundamentalism: Attributions for Mental Illness and Preferences for Counseling.* Paper presented at the sixth annual meeting of the Georgia Psychological Society, Statesboro, GA.
Please note: M. Brown, B. Dochney, and J. Gillard were all graduate students in the MS Clinical/Counseling Psychology Program.

Morelli, C., Gorham-Rowan, M., Fowler, L., Miller, S., & **Adams, K. S**. (2010) *Personality and voice quality in college-aged women.* Poster presented at the annual convention of the American Speech-Language-Hearing Association, Philadelphia, PA
Please note: C. Morelli was a graduate student in the MS Communication Sciences and Disorders Program.

Edenfield, J., **Adams, K. S.** & Briihl, D. (2010). *Adult Romantic Attachment Styles and the Use of Relationship Maintenance Strategies.* Paper presented at the annual meeting of the Georgia Psychological Society, Macon.
Please note: J. Edenfield was an undergraduate psychology student.

Adams, K. S., Wasieleski, D. T., & Whatley, M. (2010). *Religiosity and Fundamentalism as Predictors of Perceived Effectiveness of Problem Resolution and Religious Accommodative Approaches to Counseling.* Poster presented at the annual meeting of the Georgia Psychological Society, Macon.

Hummel, J. H., Whatley, M. A., Monetti, D. M., Briihl, D. S., & **Adams, K. S.** (2009). *Using the 6th Edition of the APA manual: A Guide for Students.* Paper presented at the annual meeting of the Georgia Educational Research Association Conference, Savannah.

Adams, K. S. (2008). *Psychological Correlates of Adaptation to College for Students with Disabilities*. Paper present at the 15th Annual Georgia Conference for College and University Teachers in Kennesaw, GA.

Adams, K. S. (2008). *Psychological Correlates of Adaptation to College for Students with Disabilities*. Poster presented at the Annual Southeastern Psychological Association Conference in Charlotte, NC.

Adams, K. S. (2008). *Psychological Correlates of Adaptation to College for Students with Disabilities*. Paper presented at the annual meeting of the Georgia Educational Research Association Conference, Savannah.

Other scholarly activity (e.g., grants, materials development).

Funded Grant Applications:

Faculty Scholarship Grant: Awarded Valdosta State University faculty scholarship grant for $700 in 2012 to attend the 5th Biennial Cultural Competency Conference, April 12-13, 2012, Georgia State University, Counseling & Testing Center, Atlanta, Georgia

Faculty Research Grant: Awarded Valdosta State University faculty research grant for $936.50 in 2010 for a project entitled: *Adaptation to college, study strategies, attributional style, and self-determination: Group differences and predictors.*

Faculty Development Grant: Awarded Valdosta State University faculty development grant for $750 in 2008 to present at the Annual Southeastern Psychological Association Conference in Charlotte, NC.

Grant applications and award letters are attached in Appendix K.

Manuscripts in preparation or under review that do not contain any data previously presented at conferences:

Enrique, J. A., Hilgert, L. D., **Adams, K. S.**, & Brockmeier, L. L. (under review). A preliminary study of disproportionate representation and response to intervention. *Georgia Educational Researcher*.
Please note: J. A. Enrique was a graduate student in the Ed.S. School Psychology Program.

Manuscripts in preparation or under review that contain data presented at conferences:

Adams, K. S., Whatley, M. A., Tost, J. R., Brown, M., Dochney, B., Gillard, J., & Hilgeman, M. (in revision). Religiosity and fundamentalism: Attitudes toward mental illness and preferences for counseling. *Counseling and Values*.
Please note: M. Brown, B. Dochney, and J. Gillard were all graduate students in the MS Clinical/Counseling Psychology Program.

Section V: Service

University/College/Department: List of service activities, starting with most recent, specifying the dates of each activity, designating the type of activity and one's role in the service (e.g., positions held):

My service experiences at the university, college, and department levels have significantly contributed to my professional development. I have attended regularly and fully participated in each of the service activities described below. Please see Appendix L for supporting evidence of active committee service.

In service to Valdosta State University, I participated in the following activities. I served a full three year term as an elected COE representative on the Faculty Senate (August 2009-July 2012). The Faculty Senate serves as the mechanism for shared governance at the University and is the body to which the statutory, standing, and special committees of the Senate report. The Faculty Senate functions as the representative, deliberative, advisory, and legislative body of the General Faculty. I regularly attended Faculty Senate meetings held in September, October, November, February, March, April, and May of each year. In May of 2011, I submitted and reported the Student Services Committee annual activity report to the Faculty Senate. In 2012, I participated in the organizational restructuring of the faculty senate.

I served a full four year term on the Student Services Committee (SSC) in the roles of secretary, chair elect, chair, and past chair (August 2008-July 2012). The charge of the Student Services Committee is to review and recommend policies and procedures pertinent to such student services as financial aid, housing, health services, counseling services, mail services, and food services. I regularly attended SSC meetings which were convened approximately twice per year. As chair, I monitored the progress toward implementing recommendations submitted to the Student Health Center by the SSC, including improving website and signage, Saturday hours, and hiring additional service providers at the center. Additionally, I oversaw approval of the Student Affairs Equipment Pool expenditure requests totaling $44,666.00 and developed and submitted changes to the Student Services Committee by-laws (*Section 3, Article f*) on populating vacancies on the Student Financial Aid Committee and 3 year terms of service.

The Student Services Committee has one standing subcommittee, the Student Financial Aid Committee. This subcommittee reviews financial aid appeals and athletic scholarship appeals denied in the first appeals process by the Office of Financial Aid. I chaired this committee from August 2009 – July 2010. During this one year term, we met approximately five times and reviewed 69 student appeals (17 approved, 52 denied).

In service to the Dewar College of Education, I have been a member of the Graduate Policies Committee since August 2009. One of the primary functions of this committee is to hear appeals of students who have been denied admission to a College of Education graduate program through the initial application process and through a departmental appeals process. However, we also reviewed appeals from graduate students who were dismissed due to poor academic performance. The Committee is comprised of one representative from each of the eight departments within the College of Education. The Committee meets once a semester as needed.

In service to the Department of Psychology and Counseling, I participated in the following activities. I served as a member on four faculty search committees. In 2009-2010, I was a member of a three person faculty search committee for an Educational Psychology position. The search was unsuccessful for that academic year. In 2010, I was a member of a three person faculty search committee for a Clinical/Counseling Psychology position. The search was successful in hiring Dr. Jennifer Rahman in August 2010. In 2012, I was a member of the Psychology and Counseling Department Head Search Committee. The search was successful in hiring Dr. Jackson Rainer in August of 2012. Most recently (September 2012), I was appointed to serve as a member of four person faculty search committee for an advertised Counselor Education position within the department. As a committee member, I met regularly for

committee meetings, assisted in examining applicant materials, checked applicant references, and participated in the phone and in-person interview processes.

On four occasions, I served on committees to review department/program admission appeals (2009, 2010, 2011, and 2012). In 2009, a student appealed the decision to deny admission to the M.S. Clinical/Counseling Program. After reviewing her appeal, she was accepted into the program with disability accommodations. In 2010, another student appealed the decision to deny admission to the M.S. Clinical/Counseling Program. After reviewing her appeal, she was again denied admission. In 2011, a student applied for re-admission into the M.S. Clinical/Counseling Program after being dismissed due to three successive failures on comprehensive examinations. After reviewing his appeal, he was denied re-admission into the program. Finally, in 2012, another student applied for re-admission into the M.S. Clinical/Counseling Program after being dismissed due to excessive deficiency points. After reviewing her appeal, the student was re-admitted into the program with specified program stipulations and I assisted in drafting the re-admission stipulations sent to the graduate school.

Finally, I have served the Department of Psychology and Counseling in developing, administering, and evaluating the MS Clinical/Counseling Program Comprehensive Examination since my hire in 2007. Comprehensive examinations cover four core areas of psychology including counseling theories, psychopathology, intellectual assessment and personality assessment. Comprehensive examinations are typically administered three times per year (spring, summer, and fall semesters) and students must pass comprehensive examination before providing services to clients during supervised practicum. My responsibilities as part of this committee include assisting in creating examination questions and report stimuli for the Intellectual Assessment portion of the examination, proctoring either the morning or afternoon session of the examination, assisting in evaluating the quality of the psychological reports written by students (e.g., pass, weak pass, or fail), providing feedback on student performance, and remediation of intellectual assessment report writing skills as needed.

Below is a table outlining my service activities, specifying the dates of each activity as well as my role in the service.

Activity	Nature and Dates of Service	Level
Valdosta State University Faculty Senate	Elected COE Representative (August 2009-July 2012)	University
Student Services Committee	Past Chair (August 2011 – July 2012) Chair (August 2010 - July 2011) Chair elect (August 2009 - July 2010) Secretary (August 2008-July 2009)	University
Student Financial Aid Committee	Chair (August 2009-July 2010)	University
Graduate Policies Committee	Member (August 2009- current)	College
Department Head Search Committee	Member (Spring 2012-Summer 2012)	Department
Faculty Search Committee	Member (Fall 2012-current) Member (Spring 2010-Summer 2010)	Department

	Member (Fall 2009 - Summer 2010)	
Admissions Appeals	Member (Summer 2009, Fall 2011, Summer 2012)	Department
MS Clinical/Counseling Program Comprehensive Examination Committee	Member (Fall 2007-current)	Department

Community: List of service activities, starting with the most recent, specifying the dates of each activity, designating the type of activity and one's role in the service (e.g., positions held):

In service to the community, I was a member of the Coastal Plains Head Start Health Advisory Committee for one year (August 2007- August 2008). We met once as a committee during this term of service and for me, the meeting was a time of observation and orientation to the role of the advisory committee.

Service to Profession: List of service activities during the present rank, starting with the most recent, specifying the dates of each activity, designating the type of activity and one's role in the service (e.g., positions held):

I have engaged in both unpaid and paid consulting work consistent with Valdosta State University policies governing those activities. Unpaid consultancies, workshops, and professional development activities provided include:

Information Session: I presented an informational session to the Psychology Club of Valdosta State University in February of 2010. The well attended meeting provided information to undergraduate students interested in pursuing a career in *Clinical/Counseling Psychology*.

Professional Development Symposium: I collaborated with colleague, Dr. Jill Geltner, in the provision of a professional development opportunity for faculty in the Dewar College of Education at Valdosta State University in August of 2010. The well attended symposium provided an overview of the essential elements of *Response to Intervention (RTI)*, a systems-wide school improvement model designed to provide high quality instruction and behavioral support to students within a general education setting.

Fee-based consulting and other service work provided include:

Text Review: I provided a review of two chapters in Santrock's *A Topical Approach to Life-Span Development, 6th edition* (McGraw-Hill Publishing Company) in the Fall of 2010.

Post-doctoral Fellow: As part of the licensure requirements for psychologists in the state of Georgia, I engaged in supervised direct client-contact service work from May 2008 through September 2009. The supervised work experience included psychological and psycho-educational evaluations and reports for children, adolescent, and adults referred by community organizations such as Behavioral Health Services (BHS), the Division of Family and Children Services (DFCS), and the Georgia Sheriff's Boys Ranch, as well as private parties.

Section VI: Professional Growth and Development

Conference attendance. Describe how conference attendance has contributed to growth as a professional. Describe CEUs as a result, if appropriate.

I have attended several professional conferences since becoming a Valdosta State University faculty member in 2007. These conferences have contributed greatly to my professional growth in a variety of areas directly applicable to my role as an undergraduate psychology instructor and graduate instructor/supervisor in the Clinical/Counseling Psychology and School Psychology programs. As a result of conference attendance, I have improved knowledge and skill in the following areas: multicultural competency, incorporating spirituality into counseling, social and emotional issues related to gifted learners, postsecondary teaching strategies, and teaching with technology. I have also learned much from the psychological and educational research conducted by students and professionals on a variety of topics. Finally, I have developed a stronger sense of my own professional identity from interactions with both students and faculty from other institutions and a variety of specialty areas within psychology. Please refer to the table below and Appendix M for more detailed information about each conference attended.

5th Biennial Cultural Competency Conference, **Georgia State University Counseling and Testing Center, Atlanta, Georgia** April 12-13, 2012
Health Consequences of Racism (Speaker: Tim Wise). This presentation explored the destructive mental, emotional, and physical consequences of racial discrimination on persons of color, as well as the quite real, negative health consequences of racial discrimination, both interpersonal and institutional, on persons of color, as well as the unexpected negative health consequences of privilege and unearned advantage for whites. The presentation content challenged previous assumptions regarding racial equity (3 hours of CE credit).
APA Ethics Code and Diversity Guidelines (Speaker: Rosie Phillips Bingham, Ph.D.). Multiculturalism and diversities of all types are increasingly reflected in guidelines approved by the American Psychological Association. This was an interactive workshop focused on gaining competence in the use of diversity guidelines with the APA ethics code. I worked with other participants to increase knowledge of updated diversity guidelines including those for women and girls, persons with disabilities, older adults, and LGBT clients. The workshop content was directly applicable to counselor training (3 hours of CE credit).
Psychopharmacology Update (Speaker: Belinda McIntosh, M.D.). This presentation reviewed current evidence-based guidelines for the pharmacological treatments of various psychiatric disorders including mood, anxiety, psychotic, cognitive, and substance related disorders. Clinical case examples were used to illustrate the indications for use and typical course of treatment with various agents. The presentation provided valuable information for working collaboratively with psychiatrists and medical doctors in the best interest of our clients (3 hours of CE credit).
Integrating Spirituality into Multicultural Counseling (Speaker: Mary A. Fukuyama, Ph.D.). This workshop demonstrated the complexity of religious and spiritual diversity found in multicultural counseling. Participants explored healthy and unhealthy expressions of spirituality and religion and how they impact our clinical work. The workshop provided valuable information for working with individuals living the southeastern region of the US where religion is heavily integrated into the culture (3 hours of CE credit).

Healing, Transformation, and Higher Consciousness (Speaker: Deepak Chopra) This theoretical presentation addressed accessing higher consciousness to change subjective perspective and bring about psychological/emotional healing.

Gifted Summit, Center for Gifted Studies, **Valdosta State University,** November 19, 2011
Portraits to Enlighten Our Understanding of the Social and Emotional Lives of Gifted Students (Speaker: Thomas P. Hébert, Ph.D.). This presentation explored the life stories of several noteworthy students who provide insights on growing up gifted. Highlighted were the social and emotional issues they encountered in life. From these portraits participants (mostly teachers) were able to recognize their influential roles and examine strategies to provide support for the young people they teach.
Creating Classroom Environments to Support Social and Emotional Development (Speaker: Thomas P. Hébert, Ph.D.). This session presented a variety of activities to assist teachers in creating classrooms where gifted students feel welcome and respected. Participants learned to facilitate non-threatening and enjoyable activities to establish a climate of support.

Graduate Student Research and Scholarship Symposium, **Valdosta State University, Valdosta, GA.** April 29, 2011
At the conference, I reviewed and discussed the research presented by several graduate students at Valdosta State University. I served as a thesis committee member for one of the graduate student who presented her research at the conference (please refer to Section IV: Scholarship and academic achievement and Appendix J).

Online Lifeline Conference **Valdosta State University** **Valdosta, Georgia** February 17, 2011
This conference was an opportunity for professional colleagues from several institutions to learn and share successful strategies for teaching with technology. In addition to attending selected breakout sessions, my colleagues and I presented on strategies to enhance student experiences outside the hybrid classroom (please refer to Section IV: Scholarship and academic achievement and Appendix J).

Georgia Psychological Society, Annual Meeting **Macon State College, Macon, Georgia** March 27, 2010
In addition to attending selected poster and paper presentations, I co-authored a poster presentation on religiosity and a paper presentation on attachment style at this conference (please refer to Section IV: Scholarship and academic achievement and Appendix J).

15th Annual Georgia conference on College and University Teaching **Kennesaw State University** **Kennesaw, Georgia**

February 16, 2008
Attended a variety of workshops on practical issues associated with teaching at the postsecondary level presented by faculty from several postsecondary institutions across the state of Georgia. This conference significantly influenced my teaching philosophy and led to significant course revisions (please refer to section entitled Course/Program development and revisions for additional details). I also presented a research paper on student adaptation to college as it relates to retention at this conference (please refer to Section IV: Scholarship and academic achievement and Appendix J).

Annual Southeastern Psychological Association Conference **Charlotte, North Carolina** March, 2008
Attended a variety of research presentations including: Women at the Top: How Powerful Leaders Combine Work and Family; Exploring Indices of Wellbeing Across Adulthood; Energy Drinks: Expectancies and Self-Regulation of Depressed Mood; CEPO Student Research Award Finalists (Same Sex Sexual Harassment; How Knowledge Affects Pregnancy While Using Birth Control Pills; and Men's Body Size Preferences Related to Women's Body Image). Also, I presented a research poster on student adaptation to college as it relates to retention (please refer to Section IV: Scholarship and academic achievement and Appendix J).

Georgia Educational Research Association Conference **Savannah, Georgia** October, 2008
Attended a variety of research presentations including: The Influence of Parents Teach Association on Children's Education in Nigeria; and Underlying Causes of Differences in Educational Attainment on the Basis of Gender and Ethnicity. I also presented a research paper on student adaptation to college as it relates to retention at this conference (please refer to Section IV: Scholarship and academic achievement and Appendix J).

Documentation of University/Dewar College training programs (e.g., Wimba, etc.). Describe how attendance has contributed to growth as a professional. Describe CEUs as a result, if appropriate.

The University/Dewar College of Education training programs I attended covered a broad range of information that has contributed to my professional growth. Specifically, I have improved knowledge and skill in the areas of classroom technology and online instruction, best practices for effective post-secondary teaching, and a better understanding of the Valdosta State University promotion and tenure process. The specific training programs I attended (2007-2012) and the information presented at each session are detailed chronologically in the table below.

Professional Development Activity	**Date**	**Topics/details**
Annual Compliance Training (USG)	9/17/12	Completed the trainings on auto liability coverage, driving, and disclosing business transactions. (Online)

Promotion & Tenure Orientation (COE), Valdosta, GA	8/16/12	Learned about the newly adopted promotion and tenure policies and procedures.
Digital Measures (COE), Valdosta, GA	8/7/12	Orientation to Digital Measures. Learned how to enter information into Digital Measures.
GOML (COE), Valdosta, GA	5/8/12	Learned how to use the Ingress System and Georgia View (Vista) to teach online GOML classes.
Accreditation Standards and Live Text (COE), Valdosta, GA	4/17/12	Learned how to assess student performance for accreditation purposes using Live Text.
Psychology Clinic A/V Training (Department), Valdosta, GA	1/24/12	Learned how to effectively use the A/V technology in the psychology clinic to video record student training sessions.
SONA Systems (Department), Valdosta, GA	1/3/11	Learned how to be a principle investigator in the SONA System and make use of the Psychology and Counseling department's research participation pool.
I-pad Orientation (COE), Valdosta, GA	8/10/11	Learned about the setup and use of the i-pad 2 for teaching and research purposes.
Promotion & Tenure Orientation (COE), Valdosta, GA	8/12/11	Learned about the newly adopted promotion and tenure policies and procedures.
Psychology Auditorium A/V Training (Department), Valdosta, GA	8/12/11	Learned to use the AV technology in the new psychology building.
Annual Compliance Training (USG)	9/8/11	Completed the trainings on auto liability coverage, driving, and disclosing business transactions. (Online)
Ethics Training Module (USG)	2/10/10	Completed the mandatory USG online ethics training module and passed ethics assessment (Online)
ADP System Orientation (VSU), Valdosta, GA	8/12/09	Session gave an orientation to the ADP system.
Using Wimba Classroom for A/V Conferencing (COE), Valdosta, GA	8/11/09	Learned about how to use the Wimba Classroom format (Blaze View), setup and use of the headset and camera.
Blaze View (COE), Valdosta, GA	6/9/09	Learned about the similarities and differences between WebCT and Blaze View systems.
2008 Annual Best Practices in Teaching Seminar (VSU), Valdosta, GA	2/22/08	Attended seminar sponsored by Langdale College of Business. Seven faculty members presented on preparing our students for the future.
PeopleSoft V8 Financials-Expenses Module Orientation (VSU), Valdosta, GA	10/22/08	Learned about the new policies and procedures for submitting travel authorizations, flexible spending account reimbursements, and expense reports.

Introduction to Live Text (COE), Valdosta, GA	8/7/07	Learned about the basic uses and features of the Live Text system.
Writing an Effective Syllabus (COE), Valdosta, GA	8/7/07	Learned about important components of a syllabus, including conceptualizing the syllabus as a contract.
New Faculty Orientation (VSU), Valdosta, GA	8/8/07	Introduction to faculty resources and BANNER

If applicable, additional degrees, coursework, certifications, licensure, etc. since last personnel action.

During my time at Valdosta State University, I have continued to work strategically to meet the rigorous state standards for the practice of professional psychology. State licensure is both a personal milestone and a professional achievement. State licensure is also an accomplishment for the Department of Psychology and Counseling because it allows me to provide clinical supervision to students during applied practicum and internship experiences. I am one of four Georgia licensed psychologists in a department of 19 tenure track faculty.

The state standards for the practice of professional psychology and the corresponding dates of my accomplishments are outlined in the table below. All requirements for licensure were met without university course release time or financial supplement.

Georgia State Standard	Completion
Doctoral degree (including a one year pre-doctoral internship) attained from an American Psychological Association (APA) accredited program.	Completed one year pre-doctoral internship at the Regional Multidisciplinary Evaluation and Consulting Center (August 2007). Doctor of Philosophy in Counseling Psychology and Human Systems awarded from Florida State University (August 2007).
1500 hours of Postdoctoral Supervised Work Experience (SWE).	SWE partially included VSU activities (e.g., teaching, research) but also included a minimum of 500 hours of supervised client/patient involvement in a clinical setting. **Completed SWE (September 2009).**
National Examination for the Practice of Professional Psychology (EPPP). The examination includes 175 scored questions and covers eight specific content areas.	Several months of exam preparation included the following content areas: *biological bases of behavior; cognitive---affective bases of behavior; social and cultural bases of behavior; growth and lifespan development; assessment and diagnosis; treatment, intervention, prevention and supervision; research methods and statistics; and ethical, legal, and professional issues.* **Passed EPPP (June 2010).**

Georgia Psychology Jurisprudence Examination. The exam is designed to assure that licensees possess knowledge at a level which will allow them to practice in a manner consistent with the Laws and Rules of Georgia applicable to the practice of Psychology. The examination includes 50 scored questions and covers six content areas.	After passing the EPPP, a candidate is permitted to register for the Jurisprudence exam. Additional exam preparation included the following content areas: *Assessment, Competence, Professional Relationships, Licensure and Regulations, Privacy and Confidentiality, Recordkeeping and Fees*. **Passed Jurisprudence (September 2010).**
Georgia Board of Examiners of Psychologists Oral Examination. The basic principles of the oral examination are: (1) to inquire about the candidate's expected type of practice and (2) to examine the candidate's preparation and readiness to offer psychological services under the anticipated practice to the public.	After passing Jurisprudence exam, a candidate is permitted to register for the oral examination. The oral examination included evaluation (as acceptable or unacceptable) in each of the following dimensions: *diagnostic skills, intervention skills, awareness of limitations, and quality of submitted work sample, knowledge and appreciation of professional ethical principles and practices, and knowledge of Georgia law.* **Passed Orals (November 2010).**
Psychologist License # PSY003423 issued to **Katharine Susan Adams** by the Georgia Secretary of State Professional Licensing Division (November 15, 2010).	

Please refer to Appendix N for verification of license issued.

Since becoming licensed, I have participated in continuing education opportunities (detailed below), which have contributed to my growth both as a faculty member in the Department of Psychology and Counseling and a Psychologist. Continuing education workshops have provided me with up to date information and innovative and/or effective treatment modalities, which I have then imparted to my psychology students.

The Psychology Clinic for Assessment, Therapy, and Research **Georgia State University, Atlanta, GA** September 28, 2012
Use of Psychotropic Medication in Children, Adolescents and Young Adults: Diagnostic and Developmental Considerations (Speaker: Sarah Herbert, M.D.). This workshop focused on diagnostic and developmental considerations in the use of psychotropic medication in the distinct phases of childhood, adolescence, and young adulthood. Developmental differences in the ways that emotional problems present, and the manner in which medications are metabolized at different ages, as well as the duration of treatment were highlighted. I gained a working knowledge of the most current and effective medications commonly prescribed for ADHD, anxiety, mood and psychotic disorders. The importance of appropriate diagnosis, definition of target symptoms, and collaboration among care providers was addressed (3 hours of CE credit).

Creative Applications of Dialectical Behavior Therapy (DBT) with High-risk Adolescents (Speaker: Melanie Bliss, Ph.D.). This workshop provided a brief, working overview of DBT, highlighting the components that are particularly relevant to therapy with teens, and then focused on practical applications. I learned step-by-step DBT-informed strategies for forming and maintaining therapeutic bonds with teens and families in crisis, decreasing and eliminating high-risk behaviors, and effectively managing adolescents' use of technology. We also discussed integrating a DBT approach with other orientations and considered using a DBT framework for responding to ethical dilemmas (3 hours of CE credit).

Behavior Intervention Specialists, Inc. **Atlanta, Georgia** December 12 -13, 2011
Functional Analysis & Treatment of Severe Behavior Disorders (Speaker: Brian Iwata, Ph.D.). This was a two-day workshop for individuals involved in the education, training and treatment of persons with mental retardation, autism and other developmental disabilities. The workshop provided a comprehensive review of the currently used functional analysis and treatment techniques and illustrated the assessment-treatment continuum with extensive use of handouts and case examples. The emphasis was on translating research findings into practical application (11 hours of CE credit).

In 2012, I had the privilege of becoming involved with the Center for Gifted Studies at Valdosta State University and the Georgia on My Line (GOML) Gifted Endorsement program. In preparation for future endeavors, Center faculty was trained and certified in the *Torrance Test of Creative Thinking – Verbal and Figural Scoring* detailed in the table below.

Torrance Center for Creativity and Talent Development **The University of Georgia** **Athens, Georgia** February 4, 2012 (Verbal) March 1-3, 2012 (Figural)
Torrance Test of Creative Thinking – Verbal Scoring Workshops (Speaker: Bonnie Cramond, Ph.D.). This active one day workshop provided training on the administration, scoring, and interpretation of the Torrance Tests of Creative Thinking, Verbal. Training required that participants follow-up by scoring practice protocols to reach scoring reliability. After scoring practice, I met competency requirements and receive a certificate of scoring reliability from the Torrance Center™ for Creativity and Talent Development.
Torrance Test of Creative Thinking -Figural Scoring Workshops (Speakers: Bonnie Cramond, Ph.D. and Sarah Sumners, M.Ed.). This active two and a half day workshop provided training on the administration, scoring, and interpretation of the Torrance Tests of Creative Thinking, Figural. Training required that participants follow-up by scoring practice protocols to reach scoring reliability. After scoring practice, I met competency requirements and receive a certificate of scoring reliability from the Torrance Center™ for Creativity and Talent Development.

Please refer to Appendix O for copies of certificates and CE credits.

References

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press

Weimer, M. (2002), *Learner-Centered Teaching: Five Key Changes to Practice.* San Francisco, CA: Jossey-Bass