

A. INTRODUCTION

I joined Texas Woman's University (TWU) in June of 2012 and became Director of the Undergraduate Psychology Program in June of 2015. Since arriving at TWU, I have appreciated the opportunity to teach students at all levels, develop productive research collaborations, and contribute in meaningful ways to my department, larger TWU community, and the field of Psychology. My contributions have been recognized by the department chair and Peer Review Committee in the annual review process. In addition, I recently received the Mary Mason Lyon Award for outstanding junior faculty in recognition of my accomplishments in the areas of teaching, research, and service (Appendix A). In this narrative, I reflect on my time at TWU and explain how I have met the university and departmental criteria for promotion to associate professor in the Department of Psychology and Philosophy.

B. TEACHING

In this section, I describe how I have met the university and departmental criteria for excellence in teaching. Table 1 provides an overview of my teaching activities for each semester including classes taught, release time, and number of new course preparations/conversions. The final column presents my average rating of teaching effectiveness, which was completed on a 5-point scale with 5 being the highest score.

Table 1. Overview of Teaching

Term	Classes Taught	Program Director (PD) and Research Release (RR)	New Course Preps or Conversions	Number of Students on Research Team, Consultation, Independent Study	Training and Conferences to Improve Teaching (# attended)	Student Evaluations (Effective Teaching)
Summer 2012	1	0	1	0	0	N/A
Fall 2012	3	0	3	0	0	4.73
Spring 2013	3	0	2	6	3	4.43
Summer 2013	3	0	1	3	0	N/A
Fall 2013	3	0	0	7	1	4.73
Spring 2014	3	0	0	8	3	4.65
Summer 2014	2	0	1	6	4	N/A

Fall 2014	3	0	1	5	1	4.14
Spring 2015	3	0	0	11	3	4.41
Summer 2015	1	1 PD/1 RR	0	6	2	N/A
Fall 2015	4	1PD	2	12	1	4.52
Spring 2016	2	1 PD	0	17	1	3.87
Summer 2016	3	.5 PD	1	0	0	N/A
Fall 2016	3	1 PD/1 RR	0	13	1	4.61
Spring 2017	2	1 PD	0	13	3	4.77
Summer 2017	3	1 PD	1	1	0	N/A

1. Demonstrate excellence in all aspects of teaching including attaining mostly high ratings in student evaluations of formal courses; preparing clear and informative class syllabi that adhere to University standards; keeping current knowledge level in the discipline by continuing study and attending professional conferences, workshops, or symposia; serving as an undergraduate/graduate advisor, honors student advisor.

Teaching is one of my favorite parts of my job. I constantly strive to be a more effective instructor, and pay careful attention to student feedback. I regularly update my courses based on student suggestions. For instance, some students in my graduate statistics course wanted additional opportunities to practice what they were learning. To address this desire, I have added an optional practice assignment along with an answer key and a video recording in which I explain and complete the problems. I also routinely revise my courses through continuing study of the discipline as described below.

As evidenced in Table 1, I have received mostly high ratings on student evaluations of formal courses (see Appendix B as well). My student evaluations were lower in the spring of 2016, which was the semester that I went on maternity leave. While not meant to excuse my drop in ratings, only two students evaluated my graduate Advanced Developmental Psychology course and expressed dissatisfaction with what they considered a high workload in a condensed semester. My ratings have since increased.

I have been grateful to have other faculty observe my classes and offer feedback. Dr. Laura Trujillo-Jenks from the College of Professional Education observed one of my courses as part of the Pioneer Teaching and Learning Academy (PTLA). I was able to apply her suggestions to improve my class. Dr. Trujillo-Jenks wrote a letter following our collaboration in which she noted, “Your

background and experience on psychology has helped me become a more aware and better educator, especially when teaching student discipline in my law courses” (Appendix C).

In the spring of 2016 and 2017, I received the Favorite Faculty Award. These awards were extremely meaningful to me, since nominations for this award are made by graduating seniors. In nominating me for this award, one student wrote: “Dr. Rosen has been a great professor and her classes have really changed my life and how I think about the world. She is compassionate and caring and is genuinely interested in the students' best interests. Her ability to teach students in a manner that is applicable to them is incredibly valuable and she is an important asset to TWU”. A second student wrote in their nomination that “Dr. Rosen tirelessly works to engage the students she teaches and even those she doesn't in the intricacies of psychology. The dedication she has for the department and field is evident in her commitment to student organizations like Psi Chi and Psychology Coalition as well as with involvement in research. But, ultimately, it is Dr. Rosen's ability to bring excitement to the field of psychology and research that has made her such an inspiring teacher, advisor, and department [program] head.” I greatly enjoy working with students, and it is incredibly rewarding to see how the Undergraduate Psychology Program is making in difference in their lives.

I strive to prepare clear and informative syllabi (see Appendix D for examples). Since taking over as Program Director, I have worked to help ensure that our Graduate Teaching Assistants (GTAs) also have strong syllabi. Prior to each semester, I give all GTAs feedback on their syllabi.

Serving as an advisor to students is an important part of my position as Program Director. Although students have access to a strong advising team both within the department and the College of Arts and Sciences, I frequently meet with students who have questions about their degree plan and career options. I am happy to work with Honors Students and also supervise all Honors Contracts in our GTA instructed courses. I describe other aspects of my advising role below.

2. Participating in course development, course enhancement/modification, and/or on-going program evaluation.

As Undergraduate Program Director, I am highly involved in course development and program evaluation at the undergraduate level. Since becoming Program Director, with the support of our Chair and graduate programs, we introduced two new degree plans: the accelerated track in school psychology and the accelerated track in counseling psychology. There has been tremendous interest in these programs, and I receive multiple inquiries a week from prospective students.

In terms of program evaluation, I oversee the Senior Exit Exam and examine trends in scores as part of our TWU Academic Institutional Improvement Assessment Plan. For the Core Assessment, I have created assignments for GTAs to use for our PSY 1013 (Introduction to Psychology), PSY 1082 (Adjustment), and PSY 3733 (Psychology of Women) courses to help ensure appropriate artifacts for each of our core designated courses in the department.

3. Obtaining and maintaining, at a minimum, Associate Graduate Faculty status, in components with graduate programs.

I maintain Associate Graduate Faculty status. With the launch of the Psychological Sciences Master's Program this fall, I will apply for Full Graduate Faculty Status.

4. Demonstrate involvement in fostering scholarly development of students. Examples might include: evidence of participation in student advising; evidence of participation in and advisement of undergraduate and/or graduate research and service on undergraduate and/or graduate research committees as appropriate; and/or evidence of mentoring students in research activities.

As discussed above, I am committed to advising students at all levels. In addition to my research team, I have served as statistical consultant for many graduate students in both the Counseling and School Psychology programs. I have co-chaired one dissertation and served on 21 other dissertation committees and two thesis committees.

5. Provide evidence of continued professional development and updating of skills.

I greatly value the opportunity to improve my teaching by pursuing those professional development opportunities that are available to me. As noted in Table 1, I have attended over 20

conferences or workshops to enhance my teaching. Although it is beyond the scope of this narrative to discuss all of these, I will focus on those I found particularly meaningful.

I was able to hone my distance education skills by participating in the Hybrid Project sponsored by the TWU Office of Teaching and Learning with Technology. As part of this program, I was able to attend numerous workshops on campus and work closely with a team of Instructional Designers to improve my courses. My undergraduate developmental psychology course was evaluated after I completed the program, and met the Quality Matters standards for optimal online learning and course design. Additionally, I published an article with one of the Instructional Designers about engaging students in online settings and our work was featured in the Provost's Academic Digest (see Appendix E).

I was a Scholar in TWU's Pioneer Teaching and Learning Academy (PTLA). This program is designed to "provide expert peer support and a forum for growth/enhancement in teaching and learning" (PTLA website, 2017). As a scholar in this program, I was able to attend regular meetings focused on pedagogical issues and complete a project in the Scholarship of Teaching and Learning (SoTL). I focused on the use of debates and published and presented with my mentor, Dr. Trujillo-Jenks. I have just been accepted as a Mentor for the PTLA program and look forward to working with my assigned Scholar.

I was selected as an Experiential Faculty Fellow through the TWU Quality Enhancement Plan (QEP). As part of this program, I earned the Experiential Education Academy Certificate of Achievement by participating in a three-day workshop hosted by the National Society for Experiential Education in collaboration with TWU's QEP program. Through this program, I was able to incorporate service learning into my Psychology of Women course. I also received \$1,500 to purchase supplies to support my students' service learning projects. My Psychology of Women course is currently a QEP designated course, and I continue to take part in the QEP evaluation.

I received a Faculty Development Grant to attend a week long course offered by Texas Tech's Institute of Measurement, Methodology, Analysis, and Policy. I selected the course, *Structural Equation Modeling: Foundations and Extended Applications*, and have incorporated the material into my Advanced Psychological Statistics II course.

In addition to formal training, I am the member of various listservs and groups dedicated to teaching psychology. I also seek out new articles and books on teaching as they enhance my teaching as well as provide resources for my College Teaching course. My College Teaching course serves as a great venue for trying out new techniques. For instance, Dr. Scott, our department chair, gave junior faculty a book of strategies for generating discussions. I was able to use several of these strategies in College Teaching, and we evaluated how efficacious these techniques would be in different types of classes commonly taught by GTAs.

6. Demonstrate that current research trends and issues are brought to the classroom.

I am constantly striving to improve my teaching, and one of the ways that I do that is through updating my materials regularly. As I am preparing my syllabi prior to each semester, I refer to the latest issues of the major journals in the field and search for new books in the area. Additionally, I try to incorporate current issues to help students see the real world application of the course materials. I commonly play short news clips and National Public Radio (NPR) stories for my students, encouraging them to reflect on the connection to the course materials. I also encourage students to look for applications of the course materials in the media they encounter, as well as their own lives. For instance, in my online Psychology of Women course students keep a journal in which they apply the course material to real life examples in their daily environment or in the media.

C. SCHOLARSHIP AND CREATIVE ACTIVITIES

In this section, I explain how I have met the university and departmental criteria for excellence in scholarship. Since arriving at TWU in 2012, I have made great strides in gaining national recognition as a scholar as demonstrated by my publication record. In addition, I have

formed numerous research collaborations within and beyond TWU. As discussed in the previous section, it has been extremely important for me to include both undergraduate and graduate students in these endeavors so that they can better hone their research skills.

1. Demonstrate excellence in research and creative activities. /Document a developing, ongoing program of research.

I have two major lines of research, the first of which centers on children's peer relationships. This line of research focuses on three complementary areas: (1) identifying factors that place students at increased risk for peer victimization; (2) examining the relations between peer victimization and adjustment; and (3) exploring ways that teachers and school staff can best support victimized youth. My ultimate goal is for this work to inform prevention and intervention programs. Since arriving at TWU, I have formed collaborations with many neighboring school districts and have been able to share my findings with them and offer suggestions for creating a positive school climate. I was recently interviewed by the Denton Record Chronicle on school bullying. I was also recently quoted in a U.S. News & World Report online article about tips for teens who are bullied about their weight

As a Chancellor's Research Fellow, I collected data from over 350 middle school students about their experiences of peer victimization. In so doing, I have formed a strong collaboration with Dr. Linda Rubin. Her clinical background and expertise in trauma complement my knowledge of adolescent development. Although analysis of our data set is still ongoing, we have examined coping style, co-rumination, involvement in extracurricular activities, and implicit theories of personality as moderators of the relation between victimization and adjustment presenting this work at international, national, and regional conferences. We also have two invited publications on gender and bullying that draw from this work. I plan to continue this collaboration and am currently in the process of applying for external research funding so that we may more carefully examine how parents can best assist their children in coping with peer victimization.

With support from Research Development funds from the College of Arts and Sciences, I have collected survey data from over 200 teachers as well as run a series of focus groups centered on teachers' beliefs and responses to bullying in schools. I have included undergraduate students in analyzing the survey data, and we have had numerous conferences presentations focused on how teachers respond to different forms of aggression. In order to analyze the focus group data, I formed a collaboration with Dr. Shannon Scott and Dr. Kathy DeOrnellas and our findings were published in the *Journal of School Violence*. As we were working on this project, I was approached to write a book by Palgrave Macmillan. We had found that more research was needed on how teachers and other school staff responded to bullying and proposed a book titled, *Bullying in the School: Perspectives from Across Campus*. Serving as lead editor for this text, which was published this year, was one of my most professionally rewarding experiences as we examined how the entire school community could support victimized youth.

My second major line of research focuses on appearance-based stereotypes. Specifically, my interest centers on (1) exploring the development of appearance-based stereotypes, and (2) examining how appearance-based stereotypes influence attributions for social behavior, and in turn, affect relationships. My interest in this area dates back to when I was an undergraduate working in a laboratory focused on weight-based stereotypes. As a graduate student, I was able to examine facial attractiveness. After arriving at TWU, I was thrilled to learn that Dr. Scott has similar interests in this area, and we have formed a strong collaboration. Together we have collected data from over 1,500 participants. Numerous conference presentations have resulted from this work as well as a publication in *Eating and Weight Disorders*. We are in the process of preparing additional manuscripts from this project as we examine perceptions of average weight and overweight bullies.

2. *Disseminate the results of ongoing scholarly inquiry appropriate to the discipline in local, state, regional, and/or national peer reviewed forums including participation in and presentations at professional and scholarly meetings on average one every year and publications in national refereed journals, books, or monographs on average one every other year.*

As outlined in Table 2, I have exceeded the criteria for promotion to Associate Professor. Since arriving at TWU in 2012, I have published 2 books, 13 peer reviewed articles, and 11 chapters/other publications (see Appendix F). These publications have included two undergraduate students and four graduate students as co-authors. I have 19 national or international presentations and 22 presentations at the regional level. Of these presentations, 28 involved student co-authors.

Table 2. Overview of Scholarly Activities

Year	Peer Reviewed Articles	Chapters and Other Publications	Books	International and National Presentations	Regional Presentations
2007-2011	7	5	1	29	0
2012	2	0	0	1	0
2013	3	1	0	4	0
2014	1	4	1	3	4
2015	5	2	0	5	5
2016	2	1	0	2	6
2017	0	3	1	4	7

3. Seek internal funding or local, regional, and state external funding as appropriate to the field for scholarly activities and the faculty member's interests.

I have sought both internal and external funding for my research. As mentioned earlier, I received support from the College of Arts and Sciences Research Development Funds to examine teachers' perceptions of aggression. I have been supported for two years by the Chancellor's Research Fellowship program. I also received funding on two occasions from the Office of Research and Sponsored Programs Small Grant Program. In addition, I have worked diligently to help my students obtain support for their research and advised four students who received funding through the TWU Quality Enhancement Plan.

Although I have not yet received external funding, I have applied through the Hogg Foundation as well as the National Institute of Child Health and Human Development. In October of 2015, I first submitted a NIH Academic Research Enhancement Award (R15) application titled *Peer Victimization: Child and Maternal Health and Adjustment*, with Dr. Rubin as co-Investigator. The initial application was well-received. One reviewer noted that "the proposed work is highly

innovative because it addresses the effects of parent-child transaction on both child and parent outcomes. The project holds the possibility of contributing important knowledge that could be used to develop new approaches to intervention”. A second reviewer commented that “Dr. Rosen has a strong track record of research in the area of peer victimization and has established important and relevant relationships in both academia and the community that are relevant to the proposed work. She is well-qualified to lead this research”. Due to my maternity leave, I resubmitted this R15 application in February of 2017 and it is still in the review process. Although the climate for funding has become increasingly competitive, I plan to continue to work towards obtaining external funding.

D. SERVICE

I have a strong record of service to my department, the university, and the profession as outlined in Table 3. In this section, I outline how I have met the university and departmental criteria for excellence in service. I also articulate several of the ways in which my service connects to my teaching and research.

Table 3. Overview of Service Activities

Year	Departmental Committees (including searches and advisor roles)	University Councils and Committees	Service to Community (# of activities)	Reviewer (# of journals, publishers, and societies for which I reviewed)
2012	2	0	1	5
2013	2	4	2	7
2014	2	9	2	8
2015	4	8	2	9
2016	3	6	2	10
2017	3	6	1	8

Table Note: Work on students committees is included under Teaching.

1. Maintain professional organization memberships and start becoming involved with committee work and/or seek out leadership positions at state, regional, national, or international levels as appropriate.

I have been an active member of Psi Chi, the International Honor Society in Psychology since I was a junior in college. I review grant applications for Psi Chi in a number of areas such as Unrestricted Student Travel grants and Faculty Advisor Research grants. I am currently on the

Undergraduate Research Grants Committee and have greatly enjoyed reviewing research proposals submitted by very talented undergraduate students across the nation.

I first became a member of the Society for Research in Child Development and the Society for Research on Adolescence in graduate school. I have maintained involvement in these organizations by reviewing submissions for their biennial meetings in the area of peer relations. Since joining TWU, I have joined the Southwestern Psychological Association as their meeting is an excellent venue for my undergraduates to have the opportunity to present their research. I review submissions for their annual meeting as well as submissions for one of their affiliate organization, the Southwest Teachers of Psychology.

I am on the Communications Committee for the Society for Teaching of Psychology. Currently, I serve as Facebook Monitor for the group. Serving in the position greatly informs my teaching as I review posts carefully prior to approving them and monitor comments. Through the group's Facebook page, psychology instructors share articles and ideas for the classroom. I have been able to incorporate these strategies and readings, as appropriate. Since beginning this position, my resource folder for my College Teaching course has grown tremendously. I also have applied these ideas to other classes such as our Psychology NET section of UNIV where the students made posters to mirror those shared to the Facebook group by a cognitive psychologist focused improving students' academic performance.

I also serve the profession through review work. Table 3 outlines the number of journals or publishers for which I reviewed each year. However, it is important to note that I typically do several reviews for each journal on a yearly basis. Recently, I was invited to serve on the editorial board for *Eating and Weight Disorders*. This review work helps me stay up-to-date on findings in the field.

I have also served as United Way of Metropolitan Dallas Community Grant Reviewer. This was a wonderful way to apply my passion for developmental psychology and statistics and give back to the community. I reviewed grant applications and results of program evaluations by local, United

Way funded after-school programs. However, after becoming program director, I unfortunately had to give up this position as there was a great deal of driving around to site visits.

2. Contribute in a positive way to the mission of the department, college, and university.

The departmental and college mission are consistent with the university mission, which is:

Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.

I believe that one of the best way to encourage our students to be engaged leaders and global citizens is by showing them the importance of service. With the sole exception of graduate statistics, my classes all participate in a class service project. For instance, my Psychology of Women class worked with me to host a workshop, "Juggling Act: Balancing Family, School, and Work", for parents at the TWU Clubhouse, in which we offered suggestions grounded in the research for busy TWU students who were parents. Another semester, my Psychology of Women class went to the Clubhouse and hosted an Earth Day event to encourage girls to be interested in science. Similarly, each semester, I volunteer at a nursing home with my students in Advanced Developmental Psychology.

I feel that I positively support our mission through my committee work and advising roles, which are outlined below. I also strive to support my fellow faculty and staff. For instance, I was part of a team of junior faculty who made recommendations for supporting female faculty in STEM (Science, Technology, Engineering, and Mathematics) for the TWU NSF Advance grant.

3. Participate in recruitment and advising.

I value the opportunity to take part in recruitment and advising events. Over the past three years, I have been to the majority of the Major's Fairs at orientation. This is a great way to share my passion for psychology and plant the seed of how a psychology minor can be a great asset for many majors including nursing. I have also taken part in Scholars' Day. Every semester, we also try to host two events to recruit students for our minor in psychology.

With the generous support of our Chair, faculty, and graduate students, I have been able to host a number of advising events for our undergraduate students. We have had events focused on applying to graduate school and exploring different careers in psychology. These have been popular with our students.

4. Serve as a mentor to students and/or student organizations.

I am the advisor for the TWU Psi Chi chapter. This position provides me the opportunity to mentor some of our strongest students who are interested in pursuing graduate school. Although I did not receive the award, I was honored when our officers nominated me for the Faculty/Staff Advisor Redbud Award. Our chapter has been working with Collin College's Psi Beta chapter, and our organizations recently received a Building Bonds award in acknowledgement of this collaboration.

I believe that mentoring students is one of the most important parts of my job. I structure my research team meetings with my students' needs in mind. For instance, each fall, we spend a month focused on applying to graduate school and crafting personal statements. As Program Director of the Undergraduate Psychology Program, I have the opportunity to mentor an even larger group of students at both the undergraduate and graduate levels. Undergraduate students often visit me if they face obstacles in the program, and I work with them to the best of my ability to overcome these obstacles. This is reflected in the following statement by an anonymous undergraduate student who nominated me for the Favorite Faculty Award: "She has worked so hard to help me graduate, advocating for me every step of the way."

Another of my roles as program director is to supervise all Graduate Teaching Assistants (GTAs) and Graduate Assistants (GAs) in our department (~50 per semester). As mentioned above, I work closely with our GTAs on their syllabi before the semester begins. I also assist with any issues that arise during the semester such as handling academic dishonesty and student misconduct and make sure that each GTA and GA has my cell phone number should there be an urgent concern, which given our very large class sizes and the nature of our discipline is more common than we

would like. Many of our GTAs and GAs have expressed their appreciation of my support and one senior graduate student noted the following in my nomination for the Mary Mason Lyon Award: “As a supervisor to the Teaching Assistants, Dr. Rosen has been consistently available and aware of the issues we face, working to ensure we have appropriate support and being available for drop in advice and consultation when needed”.

In addition to mentoring students, I have also mentored other faculty at the university. I was assigned to mentor Dr. Elisa Na by the Chair of the department. I also had the pleasure of mentoring two new UNIV1231 instructors. Through the PTLA program, I am beginning to mentor Dr. Shazia Ahmed from the Biology department this summer.

5. Serve on departmental and college/university committees.

I serve on many committees at the departmental level. Currently, I am Program Director for the Undergraduate Psychology Program. I have served on three search committees for the department and chaired one of these searches. I also serve on the committee to support the new psychological sciences master’s program. I greatly enjoy giving back at the departmental level and serving as Director of the Undergraduate Psychology Program gives me the opportunity to get to know our majors and support them on their paths.

Our Chair has been extremely supportive of our Undergraduate Program, providing both financial and logistical assistance, allowing me to oversee a number of new initiatives and events. A great deal of research including a recent report by the National Academies of Sciences, Engineering, and Medicine suggests that a sense of belonging is one of the strongest predictors of student success in college. One of my main goals as Program Director has been to foster our students’ sense of connection to the department and university. I have planned and hosted a number of events toward this goal including faculty-student pizza parties, movie nights, therapy dog de-stressing events, and guest speakers from the community to highlight ways psychology majors can be involved (see Appendix G for sample event flyers). With the strong support of our chair, Dr. Scott, I have also

overseen the launch and daily operations of the Psychology Resource Center and our Statistics Tutoring Program, which provide tutoring for our students. Given the success of these programs, Dr. Scott and I were able to work with the Dean of Libraries and her staff to set up a permanent space in the library for our tutoring services.

At the university level, I have elected to serve on a number of committees that support TWU's undergraduates. For instance, I have served on the Student Publications Board, Student Travel Committee, Family Day Committee, Health Fair Committee, and Library Advisory Committee. I have appreciated the opportunity to serve on the Undergraduate Council as representative for Social and Behavioral Sciences. Holding this position has assisted me in my role as Undergraduate Program Director as I am able to stay abreast of university and state policies influencing undergraduate education. My largest commitment to service at the university level has been serving on the Institutional Review Board (IRB) since my first year at TWU. In this role, I review expedited applications on an ongoing basis throughout the year. I also review full board applications at our monthly meetings. Given the large number of applications the TWU IRB receives, this is known as one of the most time intensive committees.

E. CONCLUSION

In conclusion, I believe that I have met or exceeded the requirements for tenure and promotion to associate professor for the reasons discussed above. I have appreciated the opportunities provided by TWU to foster my growth in the areas of teaching, research, and service as well as the collegial nature of our department and greater TWU community. I look forward to the possibility of assuming additional leadership and mentoring roles as an associate professor.