**College of Arts and Sciences**

**Promotion and Tenure Application**

Name Jennifer Lambert-Shute Department Sociology, Anthropology, and Criminal Justice

X Application for tenure Application for promotion to the rank of \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Highest Earned Degree: Ph.D.

Institution awarding degree: Virginia Polytechnic Institute and State University

Month and year when awarded : August, 2004

Original Employment at Valdosta State University

Month and year of original employment: July, 2004

Rank at time of original employment: Assistant Professor

Probationary credit towards tenure (include evidence)

Total years awarded

N/A years of service at

N/A years of service at

Employment History at Valdosta State University

Month and year tenure was awarded (if applicable): N/A

Month and year of election to the graduate faculty (if applicable): December, 2004

Type of membership on graduate faculty (if applicable): Full Membership

Month and year of previous promotion at VSU (if applicable)

To Professor

To Associate Professor January 7, 2008

To Assistant Professor

**See Tables below**

**Previous Academic Experience**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Institution | Position/Rank | From Month & Year | To Month & Year | Tenured: Yes/No |
| University of Oregon | Instructor & Clinical Supervisor | September 2003 | June 2004 | NO |

**Previous Non-Academic Professional Experience**

|  |  |  |  |
| --- | --- | --- | --- |
| Place of Employment | Position/Rank | From Month & Year | To Month & Year |
| Center for Family Therapy, University of Oregon | Family Therapist & Clinical Supervisor | September 2003 | June 2004 |
| Lane County Mental Health Services | Family Therapist | September 2003 | June 2004 |
| Women’s Care: Physicians & Surgeons | Family Therapist | September 2003 | June 2004 |
| Family Therapy Center, Virginia Polytechnic Institute and State University | Family Therapist | January 2001 | July 2003 |
| Adult Day Services, Virginia Tech University Virginia Polytechnic Institute and State University | Group Facilitator | September 2001 | July 2002 |
| Adult Day Services, Virginia Polytechnic Institute and State University | Staff Worker | September 2000 | July 2002 |

Introductory Philosophical Statement. Candidates must provide an introductory philosophical statement addressing the relationships among their teaching, service, and professional development activities, and the significance of these activities to their profession. The statement should be specific, providing concrete examples when appropriate. However, the statement should not be overly detailed, as candidates will provide detailed analyses of all three areas in subsequent sections of the application. The introductory philosophical statement should not exceed 5 pp. in length. **Please see next page**

***Introduction***

As a systemic thinker, teaching, service, and professional development are, for me, intimately related. Each mutually influences the other. As a teacher, my service and professional development activities make me a better instructor. My service provides experience and knowledge that cannot be found in books. The activities in which I engage to develop as a scholar, such as research, writing, and presenting, enrich my knowledge and understanding of the materials that I teach in an intimate way that cannot be reproduced.

As a teacher/trainer in a profession that is clinical in nature, I engage in service and professional development activities that are essential to my work. Clinical training must be tied to action in the field. One has to do therapy, provide service, and be active within the community. To stimulate those we train, one has to intimately know and understand what it is like to practice (i.e., do therapy).

Also, as an academic who trains in a clinical field, the importance of staying abreast of new knowledge is not just an academic necessity but an ethical mandate. Additionally, research is essential. The practice of evaluating and understanding clinical work and the impact it has on clients is critical to becoming a good clinician. As a teacher who is imparting information to future therapists, my failures as well as my successes influence not only my students as therapists and professionals but also their clients.

***Teaching***

A teacher is more than someone who merely conveys facts to an audience. Instead a teacher is one capable of bringing out the unique inner potential each learner possesses. Thus, a teacher is a guide. An exceptional teacher is one who can guide students from being just a memorizer of facts to one who is a critical thinker. I subscribe to Summer’s (1940) idea about critical thinking: “Critical thinking is the examination and test of propositions of any kind which are offered for acceptance, in order to find out whether they correspond to reality or not….It is our only guarantee against delusion, deception, superstition, and misapprehension of ourselves and our earthly circumstances” (p. 632). A critical thinker is one who has the ability to analyze and evaluate ideas that have been proposed as “True.” I believe that a good education allows one to move from a simplistic, dualistic understanding of the world to one of complexity.

For students to be engaged inthe journey to become a critical thinker, the teacher must be mindful of the relationship between student and teacher. A teacher is not a teacher without a student. Thus, at the forefront of my teaching is my relationship with students. There are several ways that I try to foster a nurturing relationship between teacher and student. I divide my ideas about the student/teacher relationship into three areas: Teaching as an interactive process, student- teacher relationship, and teaching and active learning. What follows is a brief discussion of each of these areas.

*Teaching As An Interactive Process*

I view learning as an interactive process between students and instructor, such that each learns from the other. To encourage students to participate actively with me, I use a collaborative and experiential learning style. A collaborative relationship for me starts with the assumption that students have important knowledge that can enhance a learning dialogue. One way that I encourage this atmosphere is to facilitate open discussions in which students add to the conversation by conveying their understanding of the material. The experiential learning style is one that provides multiple contexts for learning. As a teacher, I am always aware that one mode of teaching may not offer all students a digestible format. Thus, I use many modalities of teaching to accommodate students’ different learning styles. For example, I often incorporate power point to promote discussion as well as group activities, role-plays, and student presentations, all of which foster hands on learning styles. Additionally, I use web-based technology to encourage outside learning.

*Student-Teacher Relationship*

A second essential component of fostering a relationship between myself and students is to create an environment that provides a safe place to question and share ideas. One way I do this is by encouraging different viewpoints and conveying respect for each person’s values. My hope and goal is to create an environment that invites students to examine their assumptions, values, and beliefs through critical analysis of their own personal experiences.

*Teaching and Active Learning*

Through a collaborative spirit, I ask students to engage in active learning relationships with me and with each other so that an intensive, critical self-reflection can be fostered and growth encouraged. It is through the creation of safe spaces and the use of guided experiential activities that an environment conducive to active learning develops. I believe that it is through such an action-oriented philosophythat I can best challenge my students to develop a deeper understanding of concepts, application of skills, and the integration and critical analysis of ideas. Through this process students engage the content as they evaluate hypothetical dilemmas and real-life scenarios that compel their understanding of self in relation to the world in which they live. I believe that through a collaborative educational environment students will begin to learn from their own experiences and become critical thinkers.

***Service***

Service to the community and the university is directly connected to my development as a scholar and clinician. It not only gives me a chance to give back but also affords me learning opportunities that are not possible in formal academic settings. This personal enrichment translates into better teaching for my students and enhances my ability to contribute to my profession. Without a vigorous commitment to service, I would be failing both students and the field of Marriage and Family Therapy. I will now discuss how I am engaged in service at the university, with my students, and in the community.

*Service to the University*

During my five years at Valdosta State University, I have had several opportunities to participate in service at the university. Each was a chance for me to be mentored into the professional world of academia. Placement on the Faculty Development and Research Grants committee has been a wonderfully fulfilling experience. Serving on this committee has been particularly helpful to me as a developing faculty member. The opportunity to have time to learn how a committee operates, understand what is expected, and be able to build relationships with members of the committee has helped me gain competence and facilitate my professional development. Being able to grow and feel more confident as a member of this committee has given me the skills necessary to believe that I can lead a committee.

I have served on the Program review committee for Biology and chaired the Program review for General Studies. I am currently serving a fourth year on the Faculty Development and Research Grants committee, and I am chairing the Ad Hoc committee for the department of Sociology, Anthropology, and Criminal Justice. Twice I have been a member of the Criminal Justice search committee. I look forward to many more opportunities to serve and lead.

*Service to Students*

I see the relationship between faculty and student as the main vehicle for learning and growing. One service I provide to students is that of advisor. Since my third year, I have been solely responsible for advising the entire program. I have found that advising is more than helping students select and register for classes. Advising provides a forum between faculty and students that encourages students to develop as scholars and professionals.

Besides the formal duties of advisor, advising is a time for students and faculty to interact together outside of the classroom and to build on the student teacher relationship. My role as advisor/mentor means also providing time for students to share when they are struggling with academic or personal issues. This type of relationship is necessary when one is also a supervisor. If student-therapists are to grow as therapists, they must feel comfortable enough to share when they are struggling the most. Also, as a supervisor, I must be available anytime student-therapists have concerns about a client’s welfare or for crisis management. This can happen late at night, weekends, holidays, and between semesters. As a result my home, work, and cell phone are published for 24-7 use by our clinical students.

Other roles that I play as an advisor/mentor in a clinical graduate program are welcoming and orienting students to the profession of Marriage and Family Therapy and to modeling professional participation for them. This includes presenting and encouraging participation in GAMFT, AAMFT, NCFR, writing letters for employment , writing letters in support of licensure, helping students become licensed, networking with students at professional conferences, and mentoring them in the process of pursing their doctorate degree.

*Service to the Community*

I serve as the MFT Program CEU coordinator. In this role, I am responsible for providing continuing education opportunities for local marriage and family therapists to assist with licensure. In order to facilitate better presentations and provide more opportunities for CEU hours, I have created partnerships between VSU and the Georgia Association for Marriage and Family Therapy, Behavioral Health, Child Advocacy Center, Play Therapy Association of South Georgia, and, most recently, Hospice of Southern Georgia. These relationships, I truly believe, help to better serve the community and the many mental health practitioners who attend the workshops.

I and my MFT colleagues also serve the community through the creation of partnerships between the Moore Street Clinic and other community agencies such as the Haven Domestic Abuse Shelter, Lowndes Middle School, Youth Care, and Lowndes Associated Ministries to People (LAMP). These partnerships provide much needed therapy services to the community at little or no cost while also providing our students important opportunities to work with a variety of clients across a range of income levels, mental health issues, and family configurations.

I believe the partnership with LAMP has been our most successful thus far. In addition to the therapy services we provide there, I have incorporated service-learning into several of my classes, thus giving students the invaluable opportunity to work with the homeless population. Additionally, our partnership with LAMP has resulted in several research projects which have not only advanced our knowledge but also played a role in assisting LAMP with obtaining funding. The success of this partnership has resulted in news stories by the Valdosta Daily Times, Trail Blazer, and an acknowledgement from Ron Borders, then House Representative of District 175 (Appendix A). These recognitions reflect well on the program, the department, and the University and engender positive community university relations.

*Service to the Discipline*

I am actively involved in my discipline. I have attended and presented at National conferences. At the 62ndand 63rd annual AAMFT conference, I sponsored and hosted a session for undergraduate students interested in the field of marriage and family therapy. Also at the 62nd annual AAMFT conference my colleagues and I hosted a southern hospitality mixer for faculty and students. For two years, I served on the Marriage and Family Therapy Program’s Professional Advisory Committee for Appalachian State University. At the local level, I am the Representative for student membership for GAMFT. Additionally, I have been providing pro bono therapy for couples, families, and individuals to the community since my appointment here in 2004.

***Professional Development***

Since my graduation from Virginia Tech in 2004, I believe I have progressed rapidly from being a student to becoming a scholar. I had three publications accepted between 2003-2004 prior to my acceptance here at VSU (Appendix B). This high productivity was more difficult once I began as an assistant professor at Valdosta State University. For me, the difficulty has been finding balance between my numerous responsibilities - teaching, committee service, assisting the MFT program with accreditation, and advising students - while continuing my research and publication agenda.

*Publications & Presentations*

I am starting to find the balance that allows me to be a productive researcher and writer while assuming all the duties associated with being a professor. For example, the last two years, I had a publication accepted in the major journal in our field. Currently, I have an article accepted but I am waiting for the date of publication. I also have one article which has been revised and resubmitted one article in the review process, one article currently being revised and hopefully will be resubmitted by the end of Fall 2008 semester, and two in progress (For all articles please see Appendix B). Since arriving at VSU I have presented every year at a National conference (Appendix C). Thus, I believe that I am achieving a high level of professional development while also managing my other responsibilities.

*Research*

Currently, I have completed all the data analysis for part one of a project entitled, *MFT’s: Are we treating obesity?* which was an online survey investigating whether family therapists are working with clients struggling with obesity (Appendix D). I am starting part two of this process in which I will conduct interviews with therapists who responded to the survey from part one and have indicated they treated individuals with obesity. I also have completed data collection for several major research projects, and I am in the process of analysis. First is a project associated with LAMP entitled, *A Homeless Shelter: Perceptions of Homelessness and Self,* which was designed to assess if residents at the New Horizon Shelter change their perception of their life and circumstances over time. Surveys were used to collect this data (Appendix D). The second research project entitled, *Focus Group: Resident Experiences of Living At a Homeless Shelter* involved the use of focus groups. The primary objective is to hear from the residents about their experiences of homelessness and shelter living (Appendix D).

Another project associated with LAMP is a project, still in the data collection process, that is designed to assess if the services being provided to the residents of the New Horizon Shelter by the Marriage and Family Therapy Program are making a difference in their lives. The project is entitled *Family Therapy with Homeless Clients.* We are using pre- and post-measures to see how clients’ perceptions change over time (Appendix D).

*Research & Teaching*

I have several potential research projects connected with teaching. A personal goal of mine is to have our students graduate with an appreciation of research, especially the way research is connected to good clinical work. To achieve this goal, I have structured my MFTH 7200: Research Methods class to address and bridge the gap between the students and research. For example, the majority of assigned readings incorporate research and clinical settings or clinical populations. Additionally, I incorporate research skills that can improve students’ clinical skills such as observation and interviewing techniques. Also, to address the research- clinical gap, I provide assignments and opportunities during the class to mentor students into the profession of MFT. Students are required to work on research projects that involve interviewing leading therapists in the field and writing a publishable-quality research paper and poster presentation. The posters are presented at a regional conference held at VSU. We recently have had our Second Annual South Georgia Regional MFT Student Conference and, I believe, succeeded in meeting my goals of connecting students with other professionals and developing student scholarship.

*Grants*

A new area of professional development for me is grant writing. My first grant was co-authored with Drs. Laughlin and Warner for a service provision agreement with LAMP. Our proposal was accepted and funded for $64,400.00 (Appendix E). Also, I wrote a grant to the same agency in response to an RFP from LAMP to provide comprehensive education and training services. The proposal was not accepted. In Spring 2007, Dr. Warner and I submitted a grant proposal to the Charles A. Frueauf Foundation. The grant proposal would fund a partnership effort between the MFT program and Hospice of South Georgia to develop and implement grief groups for selected middle schools in the Lowndes area which was partially funded (Appendix E).

Reference: Sumner, W. G. (1940). *Folkways: A Study of the Sociological Importance of Usages, Manners, Customs, Mores, and Morals*. New York: Ginn.

I. Teaching - 50 points maximum i.e. heed the point maxima listed below for the candidate, the departmental P&T committee, and the department head. Minimum points required to establish eligibility promotion are as follows: assistant professor, 35 points; associate professor, 40 points; and professor, 40 points.

The recommended points are to be distributed as follows.

Category A: Self-evaluation - 20 points maximum

Category B: Competence in subject matter - 10 points maximum

Category C: Course development - 5 points maximum

Category D: External evaluation - 15 points maximum

Summary of recommended point count

*by departmental by department*

*by candidate P& T committee head*

Category A 20

Category B 10

Category C 5

Category D1. 5

Category D2. xxxxxxxxxxxxx

Category D3. xxxxxxxxxxxxx xxxxxxxxxxxxx

Total 40

(40 points maximum) (45 points maximum) (50 points maximum)

Category A: Self-evaluation - 20 points maximum. Candidates must provide an analysis of their teaching, including strengths; weaknesses or aspects of teaching subject to improvement and how the candidates are addressing them; instructional techniques used and their effectiveness; and analyses of annual, peer, and student evaluations, including matters pertinent to the interpretation of evaluation data, such as the effect of external evaluations on teaching style and techniques, the evaluation instruments or processes (unusually high or low student evaluation numbers, e.g.), information relating to course content (a new textbook e.g.) or special circumstances involved in the instruction of the course (teaching a course out of field, e.g.) Substantive assertions should be supported through parenthetical reference to documents included and clearly labeled in the application folder. The self-evaluation, excluding supporting documentation, should not exceed 5 pp.

**Category A: Teaching Self Evaluation**

I consider my work as a teacher as most important. As an instructor in a field that produces professionals with responsibility for clients, I am obligated to make sure that I am doing my job (teacher/supervisor) to the best of my ability. Consequently, I am always evaluating myself as a teacher/supervisor. Overall I am pleased with my progress. Still, I will always be challenging myself to grow as an instructor.

*Strengths*

I believe that I have several strengths as a teacher. One of these is my ability and willingness to listen to students. I listen to learn from students how I can be a better teacher. A teacher who does not listen to students produces classes without learners. I believe that students who know they are heard are more willing to engage in the sharing of ideas as well as the expanding of those ideas. Also, I believe it is critical to treat students as I expect them to treat their clients. One of the ways students learn how to interact with clients derives from the relationships with their teachers. As I truly listen to them and allow space for ideas to be shared in a non-judgmental environment, I am teaching students how to do the same for their future clients.

There are several ways that I try to convey to students that I am listening. First, I allow students to express their own beliefs and ideas without judgment. And I expect students to be open to each others’ ideas. One way that I demonstrate to students that I am open to their ideas is by encouraging the play in the class room. The concept of play has been described by Landreth (1991) as “a voluntary, intrinsically motivated activity involving flexibility of choice” (p. 13). In other words, one cannot make someone play. Play is about the process and less important is the end product (Landreth, 1991). Thus, play creates a space for discovery and an atmosphere in which one is having fun and where ideas can be explored without judgment. Most importantly for me, play reinforces the concept that ideas and beliefs can change. They are not fixed. Instead, we are always learning. For example, I will give students a case scenario and ask them to discuss it, asking questions such as, How is the problem viewed from the perspective of the husband, the wife, etc.? I might ask them to think about the case from a different theoretical perspective. I might say, “Let’s play for a moment. How might a Structural therapist view this case?” These questions continue until we have discussed the same case from multiple perspectives. The idea of play often helps students recognize that it is not about figuring out which theory is correct but rather how each theory informs the therapist’s perception of the problem.

Another way I convey to students that I am listening is to continually evaluate myself and my courses. This, for me, occurs not just at the end of the class with the departmental student evaluation but is continuous throughout the course. After several weeks of teaching, I ask students to share what they think about the class and the assignments. I want to know what has been difficult, what has been redundant, what they liked, what they didn’t like, and what has been the most instructive. This is especially important when I have incorporated a new assignment, topic area, or exam. I then use the student’s responses to examine whether changes need to be made and what these changes should be. One specific example sited by students dealt with their concerns over the format of the final examination in MFTH 7700. This class was taught by adjuncts during the first eight weeks and solely by me during the last half of the semester. Fearing that my final exam might be quite different from that to which they were accustomed, I listened to their suggestion for an essay style final exam. This gave them the freedom to express themselves more freely and avoid being confused by different instructors. As small as this might sound, it was greatly appreciated, and the students seemed to benefit without compromising the integrity of the course.

In addition to my continuous informal evaluation, I thoroughly study the end of the year departmental student evaluations to discover if I am listening to students and providing a learning environment. Overall I feel that my evaluations strongly indicate that I am a good teacher who cares and is enhancing their knowledge. For example, students have stated: “Overall great course and instructor.” “The reading was insightful and I learned a great deal.” “I will be able to build on my knowledge and look forward to her other classes.” “Great job at making everyone feel comfortable contributing to group.” “I felt the instructor was very reasonable and extremely helpful.” “I really enjoyed this course.” “ I felt that the 2nd half was more informative though. Thanks for changing the final.” “Greatly supportive and makes you think! Love her classes.” Not only do statements like these make me feel good, they give me confidence that I am providing a fair and stimulating learning environment. (Appendix G).

And finally, in addition to the departmental student evaluations, I have also devised and incorporated my own short evaluations (Appendix G). I added these evaluations because I desired more specific feedback about my class assignments and how they were or were not helpful in learning the material and in the student/therapist developmental process. The majority of these evaluations reveal that the students like the courses and assignments. The students indicate that the assignments have been helpful to their learning and development as therapists. Often times I have found that the students and I agree on how helpful an assignment has been in their learning. However, on occasion I have been surprised to learn that an assignment felt like busy work. For example, students indicated, in MFTH 7101: Systems Theory, that a movie project was not helpful. I found their rational reasonable and justified. Consequently, I removed this assignment from the course. In ways such as this, these evaluations have helped shape my current class assignments to better serve future students and help me become a better teacher.

Another teaching strength I feel proud of is my ability to help students become better critical thinkers and writers. I try to have at least one major assignment in my courses that provides an opportunity for students to stretch their critical thinking skills and writing ability. One way to encourage critical thinking is to share ideas with others. I strongly believe that when students are required to share ideas in writing, out of necessity they develop a deeper understanding of the ideas through the struggle to logically and artfully convey their thoughts. Consequently, to foster conversation and expose students to ideas, I have created assignments that focus on using writing to convey complex understanding of the theoretical ideas discussed in class. For example, in the MFTH 7101 Family Systems, I have an assignment (Personal Epistemology and Change Paper) that requires students to write a description of their theoretical assumptions of their work as a systemic therapist (Appendix H). This assignment is one of many that encourages student to explore a theoretical concept and apply this to their therapeutic work (Appendix I).

Additionally, I strongly believe that the way one becomes a better critical thinker is through conversation and exposure to others. Thus, I work to create opportunities for dialogue. During my second year as a professor, I started to use track changes in Word to shift from merely correcting a student’s paper to encouraging dialogue between myself and the student. I use track changes to ask questions about how they are thinking about an idea, to wonder aloud, to ask if I understood what they were saying, to give them my thoughts about what they said, to share what particularly I liked about the idea, their example, or their writing. I have found that this technique of grading papers, while extremely time consuming, engages students in learning with me rather than merely grading them. It is well worth the extra effort on my part (Appendix J).

Also, I have found having students work on a project over the entire semester generates an ongoing dialogue, which promotes a qualitatively different experience than that of merely submitting a paper. For example, in my MFTH 7101 Family Systems Personal Epistemology and Change Paper, students are required to complete an outline within the first couple of weeks, then submit the first half prior to midterm, conduct a review of another student’s paper a month before class ends, and then submit the final paper on the last day. These changes have resulted in three major shifts.

First, students are reading the feedback, incorporating the feedback into their final papers and potentially even more importantly, their scholarship. Secondly, I believe that this process is providing opportunities for students to become better critical thinkers. It allows students to express their ideas, receive feedback, and then make adjustments as they deem necessary. Getting feedback several times from others and me provides students more time to play with the ideas discussed. To see examples of papers written by students who have improved as critical thinkers see Appendix K.

Finally, the use of track changes and a semester long project has helped students improve their writing. Using the track changes process I can identify students who need extra help early on during the course. This has several advantages. First; I can encourage the student to get help from outside sources. Secondly, I can provide feedback to the student about their writing and areas that could be improved. Thirdly, I can re-evaluate student’s work again in that same semester so I can see what areas have improved, where they are still struggling, and identify new areas that need work. Lastly, it gives the student time during the same semester to show how they have changed and allows students to improve their grade. Working in this way, I witness extraordinary changes in the students writing ability (Appendix L).

*Areas of Improvement*

As a relatively new teacher, the majority of my time has been spent writing lectures, developing in class activities, and creating assignments that facilitate student learning and critical thinking. An area in which I have focused my attention is the creation of syllabi for each of my courses. I believe that a comprehensive syllabus is a tool that begins a dialogue with students. In order to ensure that the conversation is clear, each syllabus should include details about expectations for the class, student behavior, and assignments (Appendix M). Additionally, over the last three years, I have been slowly incorporating technology into my classes. I use the WebCT to provide more structure by posting my syllabi, readings, assignments, and using the grade book. I also use the WebCT for online exams and quizzes. This technology allows students to assess themselves at their convenience and provides instant feedback, giving them a quick overview of their strengths and weaknesses. As I evaluate my courses and myself as a teacher, I finally feel I can spend less time on class management and course content and turn instead to the more subtle art of teaching, such as class discussions and application of ideas.

There is more involved in leading an “eye-opening” dialogue than asking questions. I sometimes find myself rushing to get through the quantity of material I have scheduled for the day. I am still challenged by the need to find a balance between making sure the students get the necessary information while allowing free flowing discussions. There never seems to be enough time. However, I am realizing the cost of spending only a few minutes on many ideas often results in weak and unfocused discussions. A second reason I believe I struggle with class discussion is because I want every discussion and every question to be the one that changes a student’s life. I want to be the kind of teacher who wakes students up and excites them about ideas and learning. Given my goals, I feel that I am making progress but still struggle to both provide information while stimulating critical thinking.

In Spring 2006, during my MFTH 7101: Systems Theory class, a student received a D, which she then appealed. The grade appeal process was stressful but also insightful, as it provided the opportunity to learn, from the view point of others, what I was doing well and areas that could be improved. One area in which I found myself excelling was my grading process. My use of track changes to grade student papers proved invaluable as I was able to exhibit to outside faculty and administration the student’s problematic writing. Track changes showed clearly and visibly those areas of the paper needing to be fixed and my suggestions for repair.

Additionally, I also use a grading rubric (Appendix O). A grading rubric distinctly reveals why the student lost points and to what the lost points were attributed. Thus, the department head and dean of the college supported my decision regarding the paper and the student’s grade. However, the dean did allow the student to change her grade of D to withdraw passing, based on my failure to advise the student to withdraw from the class at midterm. As a teacher who teaches only graduate classes, usually my courses do not contain enough assignments by midterm to determine if a student would earn a D or lower. However, I had made several changes to this course concerning assignment due dates. Since these changes were so new, I was caught unaware of the importance of calculating midterm grades and ensuring students are advised to drop the course if they are unhappy with their grade. I now regard it my responsibility to reach out to those students who may not seek advice or help early enough in the semester.

*Changes*

I have initiated changes to address my failure to advise students to drop classes when they are getting a C or lower at midterm. First, I have added the mid-term drop date to my class schedule. Secondly, at the beginning of all my classes, I discuss the importance of students keeping track of their grades and the importance of dropping at mid-term rather than waiting. Thirdly, I now calculate students’ grades prior to mid-term and send out emails to all students with a C or lower. Last semester, I had two students who held a C at midterm and followed the above process with each. I feel that this process provided these students with a greater understanding of their options and the consequences of their decisions.

I have made several encompassing changes in my teaching and courses in order to address areas in which I am struggling. First and foremost I have been making an effort to decrease the number of readings and topics covered during my courses. This change is already making a difference in my classes, especially MFTH 7500: Development in the Family System. This has resulted in students being less overwhelmed and thus “getting” the ideas sooner. Additionally, the class discussions seem to have moved toward a deeper understanding of the ideas than in previous classes. While these changes are producing better discussions, I continue to search for methods to engage the students in discussion around these ideas more often. I know that students often need to talk about the material and ideas for longer than just one class period, and I am working on providing future opportunities for students to revisit the material.

Decreasing the quantity of class material has also created more time in class for students to apply the ideas they have learned. Since I am not as rushed, I can provide more guidance in these activities. Thus, I am able to meet the students where they are in their learning process rather than make students reach beyond their readiness. Also, I have started using more videos in my classes. Videos allow the students to watch someone apply the ideas they are learning to a therapy case. Another way I am using videos to apply ideas is to use movies that highlight how ideas impact peoples choices and their relationships. For example, I recently used the movie “Crash” to generate a discussion of a systemic understanding of racism. Students were required to watch the movie outside of class, and then we discussed the characters and how their various contexts shaped the characters’ relationships. This assignment proved to be very successful as it helped me join the students at their level of conceptual understanding, while encouraging deeper comprehension.

Reference: Landreth, G. L. (1991). *Play therapy: The art of the relationship*. Bristol, PA: Accelerated Development.

Category B: Competence in subject matter - 10 points maximum. Candidates must provide an analysis of work done to achieve, maintain, and increase competence and to remain current in teaching field(s). Substantive assertions all and conclusions should be supported through parenthetical reference to documents included and clearly labeled in the application folder. The analysis, excluding supporting documentation, should not exceed 3 pp.

*Competence in Subject Matter*

My main method of increasing my competence and remaining current in the teaching field is through preparing and teaching my courses. As a teacher, I feel it is of utmost importance to provide students with the most cutting edge research and information available. Thus, each time I teach a course, I conduct a literature review of the topic area to ensure I have the most recent information. I often switch articles and text books in my classes to disseminate the newest information and research. Additionally, when I teach I often find that I understand the topic better than before. These past several years of teaching have given me a fuller, richer understanding of my content areas. To facilitate my teaching and ensure that I am getting the most current information, I subscribe to a number of journals and professional magazines, which include: *Journal of Marital and Family Therapy, Family Therapy magazine*, and the *Psychotherapy Networker*.

Another way that I stay competent in my area of expertise is by attending conferences and workshops. I have been attending the American Association for Marriage and Family therapy since my first year as a Master’s student in Marriage and Family Therapy. I also have attended conferences in the area of Gerontology and Family Studies. In addition, for the past three years, I have attended local conferences for marriage and family therapists. These have included: *Play Therapy with Couples and Families*, *Cultural Issues in Therapy, and Working with Bipolar Clients.* I have also completed several IRB and Web Vista Program training seminars conducted by VSU.

While attending conferences and workshops is helpful in updating my training, I believe that conducting and presenting research is an important and effective means of maintaining academic competence. I have been involved in several research projects over the last four years and have presented at a national conference every year since accepting my position at VSU. I have been investigating Obesity, Military Families, Family Therapy and Aging Issues, and Homelessness. My presentations have included topics such as Family Therapy Training and Ethical Issues in MFT.

Category C: Course development - 5 points maximum. Candidates must provide and explain evidence of new courses or academic programs developed or revised as well as of other contributions to the department's teaching programs and curricula. Substantive assertions should be supported through parenthetical reference to documents included and clearly labeled in the application folder. The analysis, excluding supporting documentation, should not exceed 3 pp.

*COAMFTE Accreditation*

A project that contributes significantly to the MFT program and the department as a whole, and to which I have devoted a great deal of time during my first 3 years, is accreditation. The accreditation was conducted by the Commission on Accreditation for Marriage and Family Therapy Education, a specialized accrediting body that accredits doctoral and master's degree programs in marriage and family therapy throughout the United States. Accreditation of Marriage and Family Therapy Programs aims to encourage programs to continue their own self-study and development and assure that programs are meeting established standards and their own stated objectives. This specialized accreditation is both a process and a condition. The process, or the act of accrediting, entails assessing a program's operations through compliance with specific professional standards. The condition, or the state of being accredited, provides a credential to the public which attests that a program has accepted and is fulfilling its commitment to educational quality.

Accreditation thus ensures to students, the department, and the university that the Marriage and Family Therapy Program is striving to be an outstanding program in the state of Georgia as well as the United States. For the MFT faculty, having accreditation does not mean the work stops. In fact, the program has to submit an annual report each year to the COAMFTE body. This report must convey how we are still meeting the standards, address any new standards, and illustrate how students as well as faculty evaluate the program. Self and external evaluation of our curriculum, classes, advising processes, forms, supervision, internship sites, the Moore street clinic, and much, much more is an ongoing and living process.

Once the program successfully achieved accreditation, the caliber of students attending our program increased significantly. Undergraduate GPA’s and GRE writing scores have increased from prior years. The number of students matriculating from the Atlanta area and from out of state has increased. This suggests that the VSU MFT program is beginning to get national attention, which means that VSU is getting national recognition as well.

In Fall 2004, I co-wrote the COAMFTE annual report and was also responsible for illustrating how the program addresses diversity. As part of this process, we developed a diversity web page on the MFT program web site that provides resources and grant opportunities for minority students (Appendix P).

In addition, I co-wrote responses to each of several dozen accreditation standards as part of the self-study (see spiral-bound COAMFT Self-Study) submitted in January 2005. During the following months, the program faculty spent a tremendous amount of time preparing for the Accreditation site team who visited the program in March 2006. After a successful visit, the team sent a report to the MFT program, listing only a few minor concerns. The next month was spent responding to these concerns in the form of a letter, which the MFT faculty sent to the Accrediting Board. Upon receipt and acceptance of our responses, the MFT program was notified that we had been granted accreditation.

*Strategic Planning*

In Spring 2005, the MFT program hosted a day long strategic planning meeting, the meeting was attended by the department head, Dr. Brian Adler, Graduate Dean; Dr. Marsha Krotseng, VSU Director of Strategic Planning; Dr. Marlo Rouse, a minority leader in the field of the Family Therapy; two graduate students; and the three MFT faculty, Dr. Warner, Dr. Laughlin, and myself. As a result of discussions during this day long meeting, the faculty and other members were able to identify and strengthen our program weaknesses, highlight our strengths, and align our dreams with the universities strategic plan. This meeting resulted in a strategic plan for the MFT program that provides a clear path as we grow into the future.

*Program Evaluation*

2004-Present. I have been in charge of program evaluation for the MFT program. As part of my duties, I assumed responsibility for the Exit Survey and the Post Graduation Survey. Upon completion of the program, students are asked to fill out an Exit Survey that evaluates the program and the program faculty. In 2004, I revised the Exit Survey to include a section on diversity (Appendix R) and published it to the web, making it easier for students to complete. We have been using the online surveys for the past two graduating classes. As part of my duties I have been in charge of collecting, analyzing, and interpreting the data (Appendix R).

The Post-Graduation Survey is given to MFT graduates who are two years post-graduate. The survey asks students to provide information about their employment status, licensing and credentialing status, preparedness to function in the workplace, and satisfaction with their education (Appendix S). Most recently, to increase the response rate, Dr. Warner began a project to conduct a shortened version of the Graduate Survey by phone. I am currently in the process of changing the survey from a paper & pencil or phone survey to an online survey. We were having trouble getting students to respond and the phone survey often took an hour or more. Given these difficulties, we decided that moving to an online survey would increase the response rate as well as decrease the amount of time required to take the survey. As part of my duties, I have been in charge of collecting, analyzing, and interpreting the data (Appendix S).

*Oversee Continuing Education*

Our program shares with the South Georgia Association of Marriage & Family Therapy (SGAMFT) an interest in providing continuing education opportunities to regional MFT practitioners. I am the MFT program continuing education coordinator. I meet regularly with SGAMFT officers to maintain a productive partnership and to develop a program of CEU offerings that are responsive to the needs of professionals in our region. We identify new presenters and partners to increase the scope and number of CEU offerings and advise concerning the development of program budgets. For several seminars and workshops, I assumed more responsibility to ensure the CEU workshop was offered to the community. Additional responsibilities included: Identifying workshop topics, speaker selection, and arranging accommodations. These activities are listed in part II, Service to the Institution and Community.

From 2005- present, I have coordinated the following MFT continuing education programs:

**2005: CEU Workshops**

* *Enduring Strategies in Families and Couple Therapy, 11/19/05*
* *Treating Traumatic Stress ,10/01/05*
* *Spirituality in Therapy, 5/14/05*
* *Working with Bipolar Clients, 3/05/05*
* *Family Therapy with Non-Offending Family Members, 2/12/05*

**2006: CEU Workshops**

* *Addiction and Family Dynamics, 11/11/06*
* *Understanding Domestic Violence, 9/20/06*
* *Grief and Therapy, 02/04/06*
* *Power of Positive Thinking, 2/04/06*

**2007: CEU Workshops**

* *Basic workshop: Introduction to Hypnosis and Hypnotherapy,* 8/20/07- 8/22/07
* *Intermediate Workshop: Inviting Hypnosis*, 8/21/07-8/23/07
* *Advanced Workshop: Inviting Therapeutic Change 8/24/07-8/26/07*
* *Treatment of Juvenile Offenders 1/2/,07*
* *The Art of Clinical Supervision, 1/26/ 07*
* *Music Group Therapy, 5/19/07*
* *Review of Psychotropic Medication, 6/9/07*
* *Mental Health Ethics and the Law, 3/3/07*
* *Increasing a Couples Sense of Connection During Times of Trouble, 2/10/07*
* *Control Mastery Therapy, 10/27/07*

**2008: CEU Workshops**

* *Psychosocial Rehabilitation: Role Recovery Strategies for Individuals diagnosed with Serious Mental Illnesses, 1/26/08*
* *Relationship and Cultural Issues, 2/23/08*
* *Ethics: Confidentiality & Privilege Psychopharmacology Expert Witness,3/15/2008*
* *Stress Management & Therapeutic Techniques, 4/12/08*
* *A Local Marriage and Family Therapist, 4/19/08*
* *The Ethical Family Therapist, 5/31/08*
* *Ethics & Being a Marriage and Family Therapist, 6/27/08*

**Support for the above can be found in the binder labeled CEU Materials**

Category D: External evaluations - 15 points maximum. Candidates must be evaluated by the department head, the departmental promotion and tenure committee, and students.

1. Student Evaluation – 5 points maximum. The candidate must include as an appendix a copy of the department’s uniform instrument for student evaluations as well as all student evaluations completed during the previous two years or a complete department summary, showing all student comments for each course taught. If student evaluations for a particular course are unavailable, the candidate must reply why. The candidate must also provide a table summarizing student evaluations for each course taught in the previous two years including at least the following data: the semester, the course number, the section, the title, the enrollment, the number of respondents, the scale (low to high), the means and standard deviations (either of each question or an aggregate of questions), and, if available, the departmental means of all sections of the same course. The candidate must also explain any difference between her/his teaching load and the standard teaching load for the department (course reduction for grant work, illness, e.g.). **SEE TABLE BELOW**

**Table Summarizing Student Evaluations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course # | Title | Enrolment  (Respondents) | Instructor Mean (SD) | Course Mean (SD) | Dept. Mean  Instructor | Dept. Mean  Course |
| **2004 Fall** |  | | | | | |
| MFTH: 7103 | Adv. Theories Seminar | 13/12 | 4.85 (.62) | 4.58 (.99) | 4.46 | 4.40 |
| MFTH: 7600 | MFT Practicum | 6/4 | 4.96 (.20) | 4.38 (.51) | 4.46 | 4.40 |
| MFTH: 7500 | Development in the Family System | 17/17 | 4.74 (.51) | 4.59 (.81) | 4.46 | 4.40 |
| MFTH: 7650 | Group Therapy | 8/8 | 4.98 (.14) | 4.69 (.61) | 4.46 | 4.40 |
| **2005 Spring** |  | | | | | |
| MFTH: 7101 | Family systems Theories | 15/15 | 4.72 (.73) | 4.75 (.59) | 4.51 | 4.41 |
| MFTH: 7200 | Research in MFT | 22/22 | 4.80 (.93) | 4.77 (.90) | 4.51 | 4.41 |
| MFTH: 7600 | MFT Practicum | 6/2  (**3 missing)** | 5.00 (0) | 5.00 (0) | 4.51 | 4.41 |
| MFTH: 7650 | Violence in Families | 6/5 | 5.00 (0) | 5.00 (0) | 4.51 | 4.41 |
| **2005 Summer** |  | | | | | |
|  | Assessment | 19/18 | 4.60 (.97) | 4.36 (1.07) | 4.57 | 4.49 |
|  | Legal Issues | 19/14 | 4.64 (1.05) | 4.37 (1.19) | 4.57 | 4.49 |
| **Missing** | Practicum | 6/0 | **Missing** |  |  |  |
| **2005 Fall** |  | | | | | |
| MFTH: 7500 | Development in Family system | 19/12 | 4.89 (.31) | 4.91 (.29) | 4.48 | 4.39 |
| MFTH: 7103 | Adv. Theories | 16/14 | 4.90 (.30) | 4.58 (.67) | 4.48 | 4.39 |
| MFTH: 7600 | MFT Practicum | 6/4 | 4.79 (.72) | 4.89 (.47) | 4.48 | 4.39 |
| **2006 Spring** |  |  |  |  |  |  |
| MFTH: 7650 | Systemically Formed Groups | 14/12 | 4.67 (.63) | 4.72 (.45) | 4.47 | 4.37 |
| MFTH: 7600 | MFT Practicum | 3/3 | 5.00 (.0) | 5.00 (0) | 4.47 | 4.37 |
| MFTH: 7200 | Research in MFT | 14/13 | 4.21 (1.06) | 4.03 (1.09) | 4.47 | 4.37 |
| MFTH: 7101 | Family Systems Theories | 17/14 | 4.17 (1.19) | 3.91 (1.28) | 4.47 | 4.37 |
| a MFTH: 7990 Section A | Qualitative Analysis & Publication | 1 |  |  |  |  |
| **2006 Summer** |  |  |  |  |  |  |
| MFTH: 7600 | MFT Practicum | 6/5 | 4.86 (.35) | 4.84 (.37) | 4.6 | 4.5 |
| MFTH: 7350 | Legal Issues in MFT | 8/8 | 4.75 (.44) | 4.72 (.45) | 4.6 | 4.5 |
| MFTH: 7700 | Assessment in MFT | 13/10 | 4.63 (.49) | 4.78 (.42) | 4.6 | 4.5 |
| a MFTH 7990 Section C | Research Proposal | 2 |  |  |  |  |
| **2006 Fall** |  |  |  |  |  |  |
| MFTH 7103 | Advanced Theories | 14/12 | 4.76 (.43) | 4.75 (.44) | 4.45 | 4.37 |
| MFTH 7500 | Development | 16/16 | 4.90 | 4.90 | 4.45 | 4.37 |
| MFTH 7600 | Practicum | 3/3 | 5.00 | 4.92 | 4.45 | 4.37 |
| MFTH 7650 | Group | 8/8 | 4.73 | 4.75 | 4.45 | 4.37 |
| \*MFTH 7990a | Research Analysis | 1 |  |  |  |  |
| Course # | Title | Enrolment  (Respondents) | Instructor Mean (SD) | Course Mean (SD) | Dept. Mean  Instructor | Dept. Mean  Course |
| **Fall 2006 Continued** |  | | | | | |
| \*MFTH 7990b | Advanced MFTH Research Methods | 2 |  |  |  |  |
| \*MFTH 7990c | Legal Issues | 1 |  |  |  |  |
| **2007**  **Spring** |  |  |  |  |  |  |
| MFTH: 7650 | Families & Violence | 12/8 | 4.67 (.93) | 4.78 (.70) | 4.45 | 4.36 |
| MFTH: 7600 | MFT Practicum | 4/4 | 4.91(.29) | 4.85(.37) | 4.45 | 4.35 |
| MFTH: 7200 | Research in MFT | 16/13 | 4.45 (.98) | 4.58 (.66) | 4.45 | 4.36 |
| MFTH: 7101 | Family Systems Theories | 17/15 | 4.36 (1.0) | 4.08 (1.10) | 4.45 | 4.35 |
| **2007 Summer** |  |  |  |  |  |  |
| MFTH: 7600 | MFT Practicum | 6/6 | 4.86 (.36) | 4.87 (.35) | 4.55 | 4.43 |
| MFTH: 7350 | Legal Issues in MFT | 15/13 | 4.72 (.53) | 4.68 (.56) | 4.55 | 4.43 |
| MFTH: 7700 | Assessment in MFT | 11/9 | 5.00 (0) | 5.00 (0) | 4.55 | 4.43 |
| **^Fall 2007** |  |  |  |  |  |  |
| MFTH 7103 | Advanced Theories | 14/? | 4.89 | 4.88 | 4.44 | 4.32 |
| MFTH 7500 | Development | 19/? | 4.66 | 4.39 | 4.44 | 4.32 |
| MFTH 7600 | Practicum | 6/? | 4.89 | 4.81 | 4.44 | 4.32 |
| MFTH 7650 | Group | 14/? | 4.79 | 4.78 | 4.44 | 4.32 |

\* Denotes classes that were directed studies, independent studies, internship, or thesis classes with too few students enrolled to administer evaluations. The word “missing,” which appears in the Enrollment/Respondents column, means that the evaluations were administered and turned in for processing, but the results cannot be located. ^In Fall 2007 the departmental secretary left mid semester and as a result the whole department is missing their hard copies of course evaluations. So I am unable to provide the actual number of students who responded to the course evaluation.

**See Appendix G for copies of the course evaluations**

*Response to Student Evaluations*

In almost every class I have taught, my student rating has been above the departmental average. These results suggest that students are more than satisfied with what and how I am teaching.

During the Spring 2006 semester, my student ratings fell slightly below the departmental average in two courses MFTH 7101: Family Systems Theory and MFTH 7200: Research Methods in Marriage and Family Therapy. In MFTH 7101: Family Systems Theory two of the 14 students, who completed the student evaluation had scores that seemed dramatically different than the rest. One student gave a score of 1 for every response and the second student gave either a score of 1 or 2 for almost every response (Appendix G). In such a small sample size, the effect these two students had on the Mean was significant. While these students may not have been satisfied with the course and/or with the instructor, I believe a reason for the low scores may be due to their poor grade in the course. Two of 17 students in the class received a D.

In MFTH 7200: Research Methods in Marriage and Family Therapy the majority (11/13) of student’s scores revealed they were satisfied with the class and instructor; however, it seems that two students were not satisfied with the class. These two students gave each question a score of either 1 or 2 (Appendix G). Again, as stated above, the effect of two students on the Mean of a small sample size is significant. While these students may not have been satisfied with the course and/or with the instructor, I believe a reason for one of the low scores might be due to their grade in the course. One student out of the 14 in the class received a D. I am unsure why the other student was unsatisfied. In this course, I gave students the opportunity to complete two student evaluations. These evaluations again seem to indicate that students enjoyed the content of the class and were satisfied with the class (Appendix G).

I have also noted a slight decrease in my course and instructor evaluations for my MFTH 7101: Family Systems Theories class. I believe this trend is due to the addition of the specialized exams in this course. As a program we have discussed how this class could better help prepare students for the national licensing exam which the students take upon completion of the program. One way we have tried to better prepare our students for this exam is to use a preparation text and exams which are provided by Family Solutions. The exams provided by this company mimic the type of exam questions on the national exam. Thus, these exams are very difficult and demanding.

In addition to numerical information obtained from survey responses, which can only tell half the story, students’ written comments provide a more complete and often times better understanding of how the students feel the instructor is doing and areas that need to be improved. Student comments are listed directly below or see Appendix G.

**MFTH 7103: Advanced Theories Seminar**

**Fall 2004**

* Good course
* I feel like we had too many assignments for a one hour credit class. However they were helpful. Maybe it would be better to make a 2 hr class on developing our models
* Overall great course and instructor
* I really like this course. The reading was insightful and I learned a great deal. I will be able to build on my knowledge and look forward to here other classes
* Class was useful; I enjoyed having the opportunity to focus on our model again after we have and the chance to use them in therapy
* I appreciated Jennifer’s concern and her commitment to each student. I also am impressed with her excellence in helping students form their own therapeutic model. It was difficult with each student having a different text

**Fall 2005\***

* I would have like this course to have lasted the entire semester-I think it’s a crucial subject for our discipline. Jennifer made us think
* Time consuming work for 1 credit course
* This class should be a semester long instead of half semester
* Jennifer is awesome. She always finds appropriate hands-on activities for our course
* Great course. The workload was perfect size, totally relevant to our practice and easily outlined in our syllabus. Enjoyed the assignments and learned a lot from them

**Fall 2006**

* This class really illuminated what I want to accomplish practically. It’s a great

compliment to practicum

* Class was great. Forced me to think about my orientation in a clinical manner
* The presentation was very helpful. A re-cap of theories would be helpful
* The Zen of listening book was out of this world
* Keep the book

**MFTH 7600: MFT Practicum**

**Fall 2004**

* Great Job at making everyone feel comfortable contributing to group
* Although the extra reading and assignments were at first unexpected. I felt that they were useful. I also enjoyed the goal sheets and also the ability of the instructor to focus on our model of therapy and advise us accordingly. Thanks it was fun
* I felt the paper was a great addition to the course and it helped us to see the progress we made and the goals we seek. The instructor was very interested in helping us grow as therapists and allowed us to develop and use the models we identified with the most

**Fall 2005**

* I enjoyed Jennifer as a supervisor-she was wonderful at being blunt with me-which I need. She’s wonderful at making us all think

**Spring 2006**

* Treatment planning notes took up way too much time- I would rather meet more often individually. It seemed the supervisor liked some students more than others (by the way she talked to them)

**Fall 2006**

* The course was very beneficial to my career goals. The instructor was very useful and helpful…always available to call and talk
* I love the instructor’s curiosity and am grateful for challenging through the use of questions
* Jen was very helpful in practicum. She made me feel extremely comfortable and had great suggestions

**Spring 2007**

* Jennifer is a wonderful professor. She was able to make what could have been a very difficult a pleasure. I absolutely plan on taking Jennifer again

**Summer 2007**

* Dr. Lambert-Shute is very insightful and offers students the opportunity to develop into more of who they are instead of a “book student.”

**Fall 2007**

* Excellent supervision pushes student to meet their maximum potential
* Jennifer is GREAT! She pushed us as therapist and encouraged us to think on our own

**MFTH 7500: Development in the Family System**

**Fall 2004**

* I think Jennifer did a great job. I would suggest that for some of the papers that we are able to write more pages or the subject get cut back some

**Fall 2005**

* Genogram paper seemed a little like busy work
* I felt the instructor was very reasonable and extremely helpful. I really enjoyed this course
* The transition of teachers was easier than I expected. I felt that the 2nd half was more informative though. Thanks for changing the final
* Thanks for changing the test
* Thanks for changing the final’s format!! Very helpful outside of class and in

**Fall 2007**

* Tests were too difficult & picky for something we’re not suppose to use our books on-paper grading was unfair & overly harsh

**MFTH 7650: Group Therapy**

**Fall 2004**

* I believe that Jennifer is a strong addition to the MFT faculty. Excellent choice

**Spring 2005**

* Jennifer is awesome!

**Spring 2006**

* Enjoyed the course-good experience-the readings were necessary but not very entertaining. Loved the flexibility of the class and teacher

**Fall 2006**

* Overall, very enjoyable class
* Great class, more class videos of taped group sessions would be helpful. Maybe a trip to a live group would also be helpful. A class group surrounding MFT student’s issues would be nice
* I liked this class, keep the assignments, they were fun and instructive at the same time
* The group therapy assignment was a great way to lean new techniques
* The icebreaker activity that you did on the first day of class was a wonderful intervention. I would have liked it if you had led ore group activities
* I enjoyed this class because it game me a hands-on experience of Group activities. The readings were useful, but the classroom meetings were excellent
* This was a very good course. I think that “in the real world” we’ll be dealing a lot with groups & this class helped prepare and give useful ideas for group work
* Some possible suggestions: guest speaker with experience in groups, films of group sessions, class excursion or assignment to go to group meetings. Overall class was well organized and effective

**Fall 2007**

* Jennifer is great!
* Instead of having students pick their own topics, maybe assign topic of groups to one

therapists would most likely encounter in the real word

**MFTH 7650: Families and Violence**

**Spring 2007**

* The project assessing violence was the most informative part of the course. I would have liked to do more role-plays in class instead of discussing articles. Student presentations could have been spread out over more days to leave time for discussion.
* Wonderful class!

**MFTH 7101: Family Systems Theories**

**Spring 2005**

* Great class- I learned a lot, especially from the online discussions-I thought they added a lot to the experience
* Great supportive and makes you think! Love her classes

**Spring 2006 \***

**Spring 2007**

* Ease up on the grading, I have ulcers now!
* Do not let students lead the class to be disruptive or rude to others

**MFTH 7200: Research in MFT**

**Spring 2005\***

* All assignments were not pressed @ the beginning of semester. It seems like assignments kept being added on without warning (i.e. poster handouts, etc.). Readings were long and boring. Group paper felt like a waste of time since we write papers in all of our classes
* Jennifer leads a very open classroom welcoming questions and suggestions she very approachable and extremely supportive of students

**Spring 2006\***

**Spring 2007**

* I didn’t feel comfortable coming to you outside of class (emails, phone, office)

**MFTH 7700: Assessment in Family Therapy**

**Summer 2005**

* I know things happen but I don’t think we should be punished & I have to do extra make up work b/c our professor went into labor early. I expected to be completely finished by July 1 not July 26
* Jennifer did a great job at keeping us put together for such a crunched class

**Summer 2006**

* Love the class. Jennifer Rocks
* I like the class, it helps us to view assessments as a tool we can actually use outside of just a test
* I really appreciated having examples of the assignments. It was very helpful

**Summer 2007**

* Excellent course always prepared and brought additional information as handouts that was extremely helpful

**MFTH 7350: Legal Issues in MFT**

**Summer 2006**

* Loved especially the syllabus, but really, brief and informative!
* Good job fitting a lot of information into a short class. I didn’t feel overwhelmed.
* Loved the class, Thanks!

\* Courses that have an asterisk next to them indicate that I added additional written evaluations. I found that the evaluations used by the department often do not help me improve my courses and since I am new to teaching most of these courses I wanted to have more in-depth responses from the students about what they thought was helpful or not helpful in learning the material. Another important question for me was to find out what the students would recommend that I do differently. To see a copy of these evaluations see Appendix G. Below I have listed the themes of the following evaluations.

**Advanced Theories: Spring 2005**

What was the most helpful for you in expanding your knowledge in this class?

Examples of responses

* Forcing me to think through my therapeutic assumptions and connect my interventions to those assumptions in a manner that crated an integrated and consistent approach to therapy
* Having the instructors input on our orientation
* I was made to think about my cases on a different level.
* Having the chance to see how other students view their orientation and watch them do therapy

What was the least helpful for activity we did in or out of class?

Most students did not indicate anything about the course was “least helpful” the few that did respond stated:

* The fact that the topics we discussed are challenging and we did not have enough time to work through them
* Class was too short better if longer
* Paper because similar to other papers written in the program
* Hard to pre-plan questions for therapy exercise

If you were going to teach this class next year what would you do differently?

* The majority of the class stated: Change this class form a 1 credit to a 3 credit class because they really enjoyed what we did and wanted to do more. For example one student stated: “Make it longer”, another stated nothing if it has to be so short, if it were longer, just add more of the same. This class has profoundly helped me ‘language’ my ideas to myself which has definitely helped me use my ideas more effectively in therapy”
* Do more role-playing and hands on activities to help visualize more of what effective therapy looks like
* It might be helpful to require us to observe our colleagues sessions. Seeing clips of everyone’s session was very helpful for me.
* Push people to understand things on a deeper level

**Research in MFT: Spring 2005**

What was the most helpful for you in expanding your knowledge in this class?

* How to read qualitative and quantitative research for content and validity
* Learning “how” to do research
* The ability to use research in my practice

What was the least helpful for activity we did in or out of class?

Most students did not indicate anything about the course was “least helpful” the few that did respond stated:

* IRB process
* Group paper because they did not like working in groups
* Transcribing

If you were going to teach this class next year what would you do differently?

* Cover less, less reading, and more time on specific topics
* Integration of interview and paper
* How to publish maybe with the paper written
* Hold the class accountable for the readings, maybe discuss the readings more
* *Several students stated that they would not change anything and that the class was very meaningful which was unexpected for them.*

After using the above evaluations in my class I wanted to improve the evaluation and so I added several likert scale questions to the evaluation. I asked specific questions about projects that were used in the class to help facilitate learning in this particular topic area. The questions were asked using a likert scale from 1= Not helpful to 10= Most helpful. To see a copy of these evaluations see Appendix G.

**Research in MFT: Spring 2006**

Likert Responses from students (1= Not helpful, 10= Most helpful):

1. What did you think of the interview activity where you interviewed a second year student? (Mean was a 9.00)
2. What did you think of the interview activity where you interviewed another therapist? (Mean was a 8.89)
3. What did you think of researching a particular topic (Mean was a 8.88)
4. What did you think of writing the paper (Mean was a 8.22)
5. What did you think of working in a group (Mean was a 8.11)

Opened ended responses

What was the most helpful for you in expanding your knowledge in this class?

* Interactive class exercises
* Research project, although tuff, was a great learning tool
* Interviews
* Power points used by the instructor

What was the least helpful for activity we did in or out of class?

Most students did not indicate anything about the course was “least helpful” the few that did respond stated:

* Analyzing research articles

If you were going to teach this class next year what would you do differently?

* Not require a full research paper so that can have more time
* Practice interview by phone so similar to actual interview
* Make sure what we go over in class is congruent with class assignment: Ex. Article evaluations
* Make research groups smaller so that is it less likely that a few people do all the work
* More activities in class
* Less readings so can have more time to concentrate on the readings and talk about them in class

**Family Systems: Spring 2006**

Likert Responses from students (1= Not helpful, 10= Most helpful):

1. In learning about the theories and/or your epistemology, what did you think of the online discussions? (Mean = 5.40)
2. In learning about the theories and/or your epistemology, what did you think of the grids? (Mean = 9.53)
3. In learning about the theories and/or your epistemology, what did you think of the online quizzes? (Mean = 8.40)
4. In learning about the theories and/or your epistemology, what did you think of writing the paper? (Mean = 9.00)
5. In learning about the theories and/or your epistemology, what did you think of the movie project (Mean = 6.73)

Opened ended responses

What was the most helpful for you in expanding your knowledge in this class?

* Grids
* Role plays
* Quizzes
* Class discussion, power points
* Videos of the models
* Writing the paper

What was the least helpful for activity we did in or out of class?

* Online discussions
* Movie project

If you were going to teach this class next year what would you do differently?

* Match the interventions class with the family theories class
* Less group projects
* More role-plays or hands on practice of the theories

In this class evaluation I asked two additional questions to ask the students about two areas I was struggling with:

1. How can we as a class integrate the articles we read in the class given the time constraints
   * Several questions posed before each article then discuss this in class
   * Online discussion move to be about the articles
   * Reading groups
   * Apply them to a mock family case
2. What was your experience of having the final paper be spread out into pieces along the semester?
3. Overwhelmingly the students indicated that this was very helpful and liked getting feedback that they could incorporate back into the paper
4. Departmental Committee Evaluation – 5 points maximum. The departmental promotion and tenure committee must provide an analysis of the candidate’s teaching activities, including strengths and weaknesses and results of student and peer evaluations. The following factors should be considered: work done to achieve, maintain, and increase competen­cy in teaching field(s); instructional techniques and the extent of success with teaching methods used; aspects of teaching perceived as being subject to improve­ment; new courses or academic programs developed and other contributions to the department's teaching programs; and additional pertinent achievements that are indicative of the quality of teaching. All assertions and conclusions must be documented as specifically as possible. Peer evaluations may be included as appendices.
5. Department Head Evaluation – 5 points maximum. The department head must provide an analysis of the candidate’s teaching activities, including strengths and weaknesses and results of student and peer evaluations. The following factors should be considered: work done to achieve, maintain, and increase competen­cy in teaching field(s); instructional techniques and the extent of success with teaching methods used; aspects of teaching perceived as being subject to improve­ment; new courses or academic programs developed and other contributions to the department's teaching programs; and additional pertinent achievements that are indicative of the quality of teaching. All assertions and conclusions must be documented as specifically as possible, and annual evaluations must be included as appendices.

**Department head evaluations are located in Appendix T for 2004, 2005, 2006, & 2007**

II. Service to the Institution and Community – 15 to 25 points. Note: your points in Criteria II & III cannot exceed 50 points total. Minimum points required to establish eligibility for

promotion are as follows: assistant professor, 10 points; associate professor, 15 points;

and professor, 15 points.

Valid service includes university-related contribu­tions such as committee work; service to the community includes activities that related specifically to a faculty member’s professional expertise.

The data will include relevant information since initial employment at Valdosta State University. Items in each category should be listed in reverse chronological order with the most recent accomplishments listed first. Candidates should also place a solid line in the listing to delineate what they have accomplished since their last promotion (recall Promotion Criteria, p. 3). The recommended points are to be distributed as follows:

Category A: Seminars, public lectures, conferences, etc. - One point for each contribution with a maximum of 5 points

Category B: Community services - One point for each contribution with a maximum of 10points

Category C: Committees - One point per committee per year for membership and one additional point for serving as chair, with a maximum of 10points

Category D: Student support - One point for each contribution with a maximum of 5 points

Category E: Additional contributions - One point for each contribution with a maximum of 10 points

Summary of recommended point count

*by departmental by department by candidate P& T committee head*

Category A 4

Category B ­­ 7 ­­­­­­­­ ­­­­­

Category C 8

Category D 4

Category E 3\_\_\_\_

Total 15

Category A: Seminars, public lectures**,** conferences, workshops, and non-credit courses related to the candidate’s disciplinary or interdisciplinary professional activities, which were conducted by the candidate or in which the candidate provided assistance - 5 points maximum. For each item provide: title of activity, date(s), place, duration of activity, and number of participants, where applicable.

1. Seminars

* 2008, June: I developed a half-day continuing education seminar, *How Ethical Dilemmas in Clinical Practice can Help one Become a Better Marriage and Family Therapist*. During this half day seminar one of my main goals was to encourage students to develop relationships with established professionals in the field. One way I accomplished this goal was to have the students attend lunch with the speaker. Additional tasks included finding the speaker, coordinating travel, evaluating and approving the program and presenter for Georgia MFT CEU approval; identifying and securing a meeting space, advertising, maintaining program documentation and attendance records for licensed professionals who are audited by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. This workshop provided 3 CEU hours to regional MFTs. Forty people attended the seminar.
* 2007, June: I developed a half-day continuing education seminar, *Ethics and the Law: Marriage and Family Therapy*. My tasks included finding the speaker, coordinating travel, evaluating and approving the program and presenter for Georgia MFT CEU approval; identifying and securing a meeting space, advertising, maintaining program documentation and attendance records for licensed professionals who are audited by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. This workshop provided 3 CEU hours to regional MFTs. Thirty three people attended the seminar
* 2005, February: I collaborated with Michelle Walker from Greenleaf in Tifton on planning and coordinating a day-long continuing education seminar, *Cutting Through the Pain*. My tasks included evaluating and approving the program and presenter for Georgia MFT CEU approval; identifying and securing a meeting space, advertising, maintaining program documentation and attendance records for licensed professionals who are audited by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. This workshop provided 3 CEU hours to regional MFTs. Twenty people attended the seminar.
* 2005, September: I collaborated with Pat Denmark from Lowndes County Behavioral Health on planning and coordinating a day-long continuing education seminar, *Marriage and Family Therapy Ethics*. My tasks included evaluating and approving the program and presenter for Georgia MFT CEU approval; identifying and securing a meeting space, advertising, maintaining program documentation and attendance records for licensed professionals who are audited by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. This workshop provided 3 CEU hours to regional MFTs. Thirty eight people attended the seminar.

**Support for the above can supplied if needed**

2. Public Lectures

3. Conferences

* 2008, April: The Second Annual South Georgia Regional MFT Student Conference at Valdosta State University was held. This conference was built on last year’s successful meeting. We continued to connect our master’s student with the larger community. In fact, several of our recent graduates attended. This allowed our current students to ask questions about employment, licensure, and what it is like to be a new marriage and family therapist in the community. Additionally, the conference was a place for our students to practice presenting their research and sharing their knowledge to other professionals in the field. Last but not least, the conference assisted mental health professionals in the field by providing opportunities to earn CEU hours and interact and mentor the new professionals. As with the previous conference I was responsible for organizing the conference and producing all the necessary materials. We had six groups of students from the research class presented their research via a poster presentation, and a professional presented a three hour session on *Practicing as a Marriage and Family Therapist*. Thirty people attended the conference and local mental health therapists received 4 CEU hours.
* 2007, April: I created and implemented the First Annual South Georgia Regional MFT Student Conference at Valdosta State University. This conference is an extension of the MFT student research conference. I wanted to extend the conference to connect our VSU MFT master students with doctoral students and mental health professionals in the region. My hope was to provide an avenue to mentor both doctoral and masters students in the professional field of Marriage and Family Therapy. This type of conference could give opportunities for doctoral students to present, hone their skills as a presenter, and provide feedback to assist them to present their work at a conference at the national level. It also allowed our students to interact and learn from the doctoral students in our field. Additionally, the conference was a place for our students to practice presenting their research and sharing their knowledge to other professionals in the field. Last but not least, the conference assisted mental health professionals in the field by providing opportunities to earn CEU hours and interact and mentor the new professionals.

I planned and coordinated the day long workshop. I was responsible for creating all the documents necessary to facilitate the conference. This included: The brochure about the conference, requirements for the presentation and poster sessions, application for presentations and poster sessions, application to attend the conference, and emails to announce the conference. In addition to having the students present I also included a presenter that could appeal to both student and professionals in the field. My tasks also included identifying and securing a meeting place, advertising, maintaining program documentation and evaluating the conference. Two doctoral students presented their work, five groups of students from the research class presented their research via a poster presentation, and a professional presented a three hour session on *Family and Couple and Art Therapy Interventions*. Thirty people attended the conference and local mental health therapists received 6 CEU hours.

* 2006, April: I developed and implemented the second MFT Student Research Conference at VSU. The half-day conference included a three hour presentation entitled *Cultural Issues in Therapy* presented by a licensed marriage and family therapist and a poster session conducted by the students. My responsibilities included: Finding a speaker, organizing the student poster session, identifying and securing a meeting place, advertising, maintaining program documentation and evaluating the conference. Twenty-six people attended the conference and local mental health therapists received 4 CEU hours.
* 2005, April: I developed and implemented a MFT Student Research Conference at VSU. My goal was two fold in creating this conference. I wanted to provide an avenue for the MFT students to present their research and two, connect our students to the local mental health professionals in the area. The half-day conference included a three hour presentation entitled *Play Therapy with Couples and Families* presented by a licensed marriage and family therapist and a poster session conducted by the students. My responsibilities included: Finding a speaker, organizing the student poster session, identifying and securing a meeting place, advertising, maintaining program documentation and evaluating the conference. Twenty-nine people attended the conference and local mental health therapists received 4 CEU hours. This conference was successful in helping the MFT students connect to research and to the profession.

**Support for the above can be found in Appendix U**

4. Workshops:

* 2007, November: The MFT faculty co-sponsored a campus-wide lecture to have Dr. Gail Griffin present *“Whiteness: Seeing the Invisible”.* Over 100 people attended the campus wide lecture. In addition to the campus-wide presentation the MFT faculty also hosted a day-long workshop for the Marriage and Family Therapy Students presented by Gail Griffin on *“Seeing the Invisible: A Workshop in Whiteness and Privilege in a Therapeutic Context”.* At the all day workshop we had 33 people attended the workshop.
* 2006, April: I collaborated with Jenny McIver, Chair of the South Georgia Association for Marriage and Family Therapy, to plan and coordinate the Continuing Education Workshop, *Personality Disorder*. My tasks included evaluating and approving the program and presenter for Georgia MFT CEU approval, identifying and securing a meeting space, advertising, and maintaining program documentation and attendance records for licensed professionals who are audited by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. This workshop provided 3 CEU hours to regional MFTs. Eight people attended the workshop.
* 2005, April: I collaborated with Jenny McIver, Chair of the South Georgia Association for Marriage and Family Therapy, to plan and coordinate the Continuing Education Workshop, *Displacement Story Use in Psychotherapy: Utility for Clients and Therapists*. My tasks included evaluating and approving the program and presenter for Georgia MFT CEU approval, identifying and securing a meeting space, advertising, and maintaining program documentation and attendance records for licensed professionals who are audited by the Georgia Composite Board of Professional Counselors, Social Workers, Play Therapists, and Marriage and Family Therapists. This workshop provided 3 CEU hours to regional MFTs. Twelve people attended the workshop.

**Support for the above can be found in the binder labeled CEU Materials**

5. Non-credit courses

Category B: Community service - 10 points maximum. For each item provide date(s), group served, duration andnatureof activity.

1. Spring 2008: Committee member: Sexual Assault Awareness

As a committee member I helped to plan, coordinate, assist, and encourage our students to help with the events during the month of April.

1. Spring 2007: Established a relationship with Dr. Flemons, Fort Lauderdale, Florida from Nova Southeastern University, to work together in providing continuing education credits to community therapists in Georgia and Florida. This workshop provided 50 CEU hours to regional MFTs in Georgia and Florida. This workshop assists mental health workers who have dual licenses in Florida and Georgia to obtain needed CEU hours to maintain their license. The planned events included:

* *Basic workshop: Introduction to Hypnosis and Hypnotherapy,* 8/20/07 – 8/21/07
* *Intermediate Workshop: Inviting Hypnosis*, 8/21/07-8/23/07
* *Advanced Workshop: Inviting Therapeutic Change*, 8/24/07-8/26/07

1. Fall 2006: Established a relationship with Hospice of South Georgia to work together to provide continuing education credits to community therapists. Planned events included:

* *Preparation & Memorialization: When death affects your school,* 10/2/06
* *Grief and Spirituality,* 10/9/06
* *Staffing and Professional Concerns: The Grief of Caregivers,* 10/16/06

**Support for b & c can be found in the binder labeled CEU Materials**

1. Summer 2008: Established a partnership with Youth Care, a local community health organization which provides a child and adolescent mental health center. During the summer I co-facilitated with our advanced standing students a group for children dealing with conduct disorder, ADHD, depression, and family difficulties.
2. Spring 2006-Summer2006: Member of Steering committee to organize and facilitate the Forensic Conference at Valdosta State University. This was in collaboration with the College of Nursing.
3. Spring 2006: Met with Boys and Girls Club to discuss how we might create a working alliance between this agency and the Moore Street Clinic to better serve the community. During this time, I, along with Drs. Laughlin and Warner, had a meeting with the director of the Boys and Girls Club to discuss how the MFT program could provide services to facilitate the services they provide to the community. This partnership would assist the community to have the opportunity for more services than they currently receive. These meetings have resulted in further discussions about what types of service our students could provide. The program hopes to work with the Boys and Girls Club in the near future.
4. Spring 2006: I participated in a research project conducted by Neetu Arora, a Ph.D. candidate from the Family Therapy Program at Texas Tech University. She was exploring the experiences of women faculty. I participated in two interviews of approximately one hour in length.
5. Fall 2005-Spring 2006: Community Partnership with Education (CIPE) was established between Valdosta State University’s Marriage and Family Therapy Program and Lowndes Middle School. As a result of this partnership, we had six interns in 2005 and currently have five interns this year. As part of the program, students are required to accumulate 500 hours of contact with a variety of clients. Each of these interns has been oriented to procedures and protocols at LMS, in addition to receiving training to assist with the TeenScreen program. They will be a valuable asset to LMS. Each intern has been assigned a "caseload" of students with whom they will work. That caseload will, of course, change as the year progresses. I meet weekly with each intern to "staff" the cases to make sure the needs of our students are being met and to provide the feedback they want from their experience at LMS. Due to this successful partnership, the LMS/VSU relationship has continued with new interns and an award was given by the Community Partnership in Education for the Community Partner of the Year in recognition of the great work by the Marriage and Family Therapy Program and Lowndes Middle school (Appendix V).
6. 2005 Summer-Spring 2006: I developed a partnership between the Marriage and Family Therapy Program and the Haven domestic abuse shelter. This partnership resulted in the Marriage and Family Therapy Program providing a support group, a children’s group, and individual counseling for women and children who have experienced domestic violence.

Category C: Committee service - 10 points maxi­mum. For each item provide year(s) of service and nature of involvement (e.g., chairman, member, etc.).

1. Departmental Committees

1. **Fall 2007-Spring 2008:**  **Search Committee for two distinct Sociology Faculty, Member**
2. **Spring 2007: Ad Hoc Committee, Chair:** The committee was charged with evaluating and revising faculty evaluations. This committee was also charged with discussing the possibility of peer evaluations and designing a plan to implement the peer review process if the department decides to enact this additional teaching evaluation process.
3. **Fall 2006-Spring 2007: Search Committee for Criminal Justice Faculty, Member**
4. **Fall 2006: MFT Subcommittee, Chair:** Assigned to analyze student’s current and past GRE scores and their relationship to undergrad GPA and graduate GPA, and to discover if and how changes to our minimum GRE will affect enrollment.
5. **Spring 2006: Day long Faculty Development Strategic Meeting for Department of Sociology, Anthropology, and Criminal Justice, Member**
6. **Fall 2004-Spring 2005: Search Committee for Criminal Justice Faculty, Member**
7. **Fall 2004-Present: MFT Program Weekly Faculty Meeting, Member**

2. College Committees

3. University Committees

1. **Fall 2005-Spring 2008: Faculty Research Grants Committee, Member**

Committee meets once a month to consider faculty proposals for professional development and instructional improvement activities. The committee also reviews and awards faculty research grants. Additionally, the committee discusses and develops policies and procedures to improve professional development and faculty research.

1. **Spring 2006: Faculty Research Grants Subcommittee, Chair**

A subcommittee was developed to improve the faculty development grant requirements for each category. This was in order to improve faculty understanding of the criteria for grant submission. In addition the subcommittee also improved the website to help faculty find and assess needed information to be successful in submitting and receiving grants.

1. **Spring 2006: Review Teams for Comprehensive Program appointed by**

**Dr. Levy:**

**Member of the Review team for Biology:** Reviewed self-study completed by Biology programs. The committee’s mission was to provide an external review of the programs self-study. The goal for the committee was to identify the program’s strengths and any areas of concern to assist the program in improving all services to ensure student success.

1. **Spring 2006: Review Teams for Comprehensive Program appointed by**

**Dr. Levy:**

**Chair of the Review team for General Studies:** Reviewed self-study completed by General Study program. The committee’s mission was to provide an external review of the programs self-study. The goal for the committee was to identify the programs strengths and any areas of concern to assist the program in improving all services to ensure student success. As chair of the committee I also met with the General Studies program to answer questions about the reviewer’s comments and assist the program in implementing the reviewer’s suggestions.

1. **Spring 2006-Fall 2006: Interdisciplinary Forensic Institute Committee, Member**

Committee duties included developing an identity and mission goal for the institute. Also, as a committee we established connections across disciplines and community agencies who are involved in forensics such as child advocacy, domestic violence, nursing, and criminal justice.

4. University System Committees

Category D: Student support including advising, service learning, student clubs, assisting student in projects, etc. - 5 points maximum. For each item provide information about nature of service and extent of involvement.

1. Fall 2004 – Present: During my first semester at VSU, I participated in advising but primarily in the role of learner. In Fall 2005, I assumed responsibility for half of the advising load in the program. Since Fall 2006, I have become responsible for all academic advising in the MFT program. These duties include: Meeting with each student for a one to two hour post-admission advising session in which we develop a Graduation Plan and an Individual Coursework Schedule. We discuss ways to customize the program to meet training and career goals, review graduation requirements (coursework, comprehensive examination, client contact and supervision hours, and maintenance of mal-practice insurance). Around the second year of their studies, each student applies to enter clinical part of their training. I present each student’s Application for Clinical Practicum to the MFT faculty for approval, and then carry out the action recommended by the faculty. In addition, each semester I coordinate registration for all students. This entails meeting with students who have changes to their academic plans or whose poor academic performance requires revisions to the existing plan. In addition, I review each Request to Register and lift electronic advising flags. Additionally, when students are ready for graduation, another round of meetings takes place for each of these students to complete their Graduation Checklist and Application for Graduation. Next, the advisor has to ensure that the students have completed all their classes and fulfilled all necessary requirements to merit graduation.
2. Fall 2005- Present: Student Membership Representative for the South Georgia Chapter of GAMFT. This position includes working with students to become active in the GAMFT membership and AAMFT. Our students become part of this organization when they become clinically active during their second year. My role is to mentor and assist them in their membership.
3. Fall 2005- Present: Each year, Dr. Warner and I administer a series of orientation meetings for incoming students. These sessions include a general program orientation and an Introduction to the Odum Library and Writing orientation each Fall and an orientation to Practica and Internship in the Spring. We plan these orientations with MFT faculty and make sure that as many entering students as possible attend.
4. Fall 2004-Summer 2008: Since Fall 2004, I have had at least one class involved in service-learning. The students do service-learning activities at either the Moore Street Clinic, such as learning about the intake process and working with clients, or at LAMP, working with the homeless. For examples of service-learning see Appendix W.
5. Spring 2005-Summer 2008: Starting in the Spring of 2005, I have had at least one student if not more (3) working with me in either an independent study, directed study, or for no credit. These students want to learn more about the research process. Students learn how a research project occurs from conception to dissemination. Often times, students are learning how a research question is generated, how to develop the research methods, conduct data collection, analyze data, compile results, and prepare the paper for publication. Last year, three students worked on two separate projects. Both have completed the data collection process and are currently working on the data analysis. My hope is that each of these students will continue to work with me and co-write a publication and co-present our findings at a national conference. Currently, I am working with one student on a paper. The paper is in progress (Appendix B) and I hope to have it submitted by end of Fall 2008.

Category E: Additional contributions to the institution beyond those cited in categories A, B, C, and D above – 10 points maximum. For each item provide supportive detail.

1. Fall 2007: MFT program served as consult team to the Brunswick Glynn Human Relations Council to help them assess diversity issues in their area.
2. Fall 2004-Fall 2006: Appalachian State University, Marriage and Family Therapy Programs Advisory Committee, Member.
3. 2004-Present: Periodically I meet with local community leaders and service providers to increase awareness about the MFT program and the availability of family therapy services at the Moore Street Clinic. A list of such meetings follows:
   * Summer 2008 phone conference with Gala Jackson with living-learning & Assessment coordinator
   * Spring 2008 met with Njeri Pringle from residence life
   * Spring 2007 met with Lori Radney and Karen Argyle from the HAVEN
   * Fall 2006 and Spring 2007: met with the director Susan Cherry, RN and Bob Peaty case manager for Hospice of South Georgia
   * Spring 2006: met with Karen Argyle from the HAVEN
   * Spring 2006 met with Bruce Edwards & Joel Jenkins from the Boys and Girls Club
   * Spring 2005: met with Betty Durmir from the HAVEN
   * Fall 2004 met with John Chick at Lowndes Middle School
4. 2005-Present: Each Spring, I co-facilitate the Comprehensive Exam workshop. During this workshop, we review the comprehensive exam; discuss APA requirements, writing conventions, content requirements, deadlines, and other details of the exam.
5. 2005-Present, MFT Graduation Ceremony: Each year I, along with the other MFT faculty members, plan, attend, and present at the MFT graduation ceremony, which is attended by families and friends of the graduates. The Summer 2007 ceremony had over 120 people in attendance, our most successful thus far.
6. 2005-Present: Each year I help organize and host MFT students and faculty semester openers, holiday parties, bonfires, and celebratory events in the faculty and student’s lives. I, along with the MFT faculty, firmly believe these events serve an important opportunity to build community between the faculty and students. When programs have strong community ties students learn collegiality and are more involved in the program, which increases retention and graduation rates. Additionally, these events provide resources for our students as alumni often attend.
7. 2004-Present: I am routinely called upon to provide various kinds of student support. I have listed below some of the kinds of support I regularly provide.

* On call 24 hours a day, 7 days a week for each of the students I supervise and for students working at the Moore Street Clinic who cannot reach their regular supervisor. I routinely field calls at home in the evening and on weekends, where students contact me to consult about a case they are seeing. This is often during a break in therapy while the client is present at the clinic. Access of this sort is expected of any MFT supervisor, however, it is a degree of access that is unusual for most academic positions. I regularly consult with students to help them develop clinical interventions, determine if a duty to warn or protect is present, or coordinate scheduling of clients into clinical practicum.
* I routinely assist students with the extensive and confusing paperwork for Georgia State Licensure. I complete, sign, and secure notarization for student applications.

1. On a number of separate occasions, students often confide in me about personal matters, looking for advice or just someone to listen. I have found that these conversations are helpful for students, and they are grateful for this kind of individual attention and have made their appreciation known with cards or emails (Appendix G).
2. Fall 2005-Present: Once a year with the advent of hiring a new MFT Graduate Assistant, I provide a one hour training session for students to learn SPSS.
3. Fall 2005: I provided a three-hour training session to the first year students about how to work at the Moore Street Clinic. The training included: How to talk with clients, completing an intake, scheduling a client, confidentiality, working the computer, and opening and closing the clinic.

III. Professional Growth and Development – 25 to 35 points. Note: your points in Criteria II & III cannot exceed 50 points total. Minimum points required to establish eligibility for promotion are as follows: assistant professor, 10 points; associate professor, 15 points; and professor, 25 points. See “Promotion Criteria.”

For each category below include only information that pertains to one’s professional career. Items should be listed in reverse chronological order with the most recent accomplishments listed first. Candidates should also place a solid line in the listing to delineate what you have accomplished since your last promotion (recall Promotion Criteria, P. 3) The recommended points are to be distributed as follows.

Category A: Externally refereed publications - 25 points maximum. Note: to

demonstrate that a publication is refereed, the candidate should submit materials such as

the submission requirements of the journal, the comments/revisions to the manuscript

required by the readers/editor before publication, etc.

Category B: Professional development activities, including publications not subject to

an external refereeing process - 10 points maximum

Category C: Other scholarly activity - 0 points

Summary of recommended point count

*by departmental by department by candidate P& T committee head*

Category A 25

Category B 10 \_

Category C \*\*\*\*\*\*\*\*\*\*\*\* \*\*\*\*\*\*\*\*\*\*\*\* \*\*\*\*\*\*\*\*\*\*\*\*

Total 35 \_

Category A: Externally refereed publications in one’s disciplines or interdisciplinary work, including such works accepted for publication - 25 points maximum. Note: to

demonstrate that a publication is refereed, the candidate should submit materials such as

the submission requirements of the journal, the comments/revisions to the manuscript

required by the readers/editor before publication, etc.

1. Books and monographs - 15 points each.
2. Textbooks - 10 points each.

1. Refereed publications, including electronic publications, journal articles, book chapters, short stories, essays, etc. - 7.5 points each.

## Miller, J.K., Todahl, J., Platt, J., Lambert-Shute, J., & Eppler,C. (2009). Internships for future

## faculty: Meeting the career goals of the next generation of educations in marriage and family therapy. Journal of Marital and Family Therapy, 35.

## Milewski Hertlein, K. A., & Lambert-Shute, J. (2007). Factors influencing student selection of marriage and family therapy graduate programs. Journal of Marital and Family Therapy, 33, 18-34.

## Benson, K., Lambert-Shute, J., & Milewski Hertlein, K. A. (2004). Student perceptions: How postmodernism has influenced research, theory, and practice in marriage and family therapy. Qualitative Report, 9, 538-561.

## Fruhauf, C. A., Jarott, S. E., & Lambert-Shute, J. (2004). Service-learners at dementia care programs: An intervention for improving contact, comfort, and attitudes. Gerontology & Geriatrics Education, 25, 37-52.

## Lambert-Shute, J., Fruhauf, C. A., & Jarott, S. E. (2004). Service-learning: Dementia orientation and training. Gerontology & Geriatrics Education, 25, 19-35.

**Support for the above can be found in Appendix B**

1. Anthologies, workbooks, laboratory manuals, and solutions manuals - 5 points each.

Category B: Professional development activities, including publications not subject to an external refereeing process – such as grant proposals, presentations at academic conferences, participation in professional organizations, editing, and reviewing. This activity includes works accepted for publication but excludes unrefereed works for which the candidate paid a fee to have the work published. - 10 points maximum.

1. Published videos, software, and other instructional material, including national Internet web sites for which that faculty member is responsible in development, content and maintenance - 5 points each.
2. Editing of professional journals - 5 points each.
3. Editing of regional or national newsletters - 2 points each.
4. Professional refereeing and reviewing - 1 point each.
5. Fall 2002-Present: Abstract Reviewer for AAMFT Annual conferences 62, 63, 64. 65
6. Fall 2004-Present: Journal of Marriage and Family Reviewer in Training

*The Reviewer-in-Training Program is designed to provide new Ph.D.s and advanced graduate students with the opportunity to provide an important service to the scholarly community and the training and experience to do this well. The goal is to bring new professionals more quickly into the ranks of JMF reviewers.*

1. Articles, poems, book reviews, technical reports, and abstracts, and others - 1 point each.
2. Papers and posters presented at academic conferences - 2 points for each paper or poster presented at disciplinary or interdisciplinary academic conferences, with a maximum of 6 point
3. Joest, K., Lambert-Shute, J., Arditti, J., & Walker, L. (November, 2007). *The myth of emotionless fieldwork and the study of families in a criminal justice setting*, Round Table presentation at 69th **National Council on Family Relations Annual Conference, Pittsburg, PA.**
4. Lambert-Shute, J., & Fruhauf, C. (November, 2006). *Aging issues: Unanswered questions in marital family therapy literature*. Paper presented at **68th National Council on Family Relations Annual Conference, St. Paul, MN.**
5. Lambert-Shute, J. (October, 2005). *A snapshot: Non-sexual dual relationships*. Poster presented at 63rd annual American Association for Marriage and Family Therapy, Kansas City, MS.
6. Lambert-Shute, J., & Milewski Hertlein, K. A. (September, 2004). *Journal articles: Enhancing the practice of MFT’S*. Poster presented at 62nd annual American Association for Marriage and Family Therapy, Atlanta, GA.

**Support for the above can be found in Appendix C**

1. Membership in professional organizations - 1 point each, with a maximum of 3 points.

*National*

* Associate member, American Association for Marriage and Family Therapy (AAMFT)
* Member of National Council of Family Relations (NCFR)

*Georgia*

* Member, Georgia Association for Marriage and Family Therapy (GAMFT)

1. Posts held in professional organizations - 2 points each.
2. Attendance at professional meetings - 1 point each, with a maximum of 2 points.
3. 2007, November, National Council on Family Relations, Pittsburg, PA.
4. 2006, November, National Council on Family Relations, St. Paul, MN.
5. 2005, October, 63rd annual American Association for Marriage and Family Therapy, Kansas City, MS.
6. 2004, October, 62nd annual American Association for Marriage and Family Therapy, Atlanta, GA.
7. External grant proposals—1-2 points for each proposal written and 1-3 additional points for each accepted. Range depends on productivity/use of grant, and/or role faculty member played in developing grant project.

**Funded**

1. Grant submitted, Spring 2007: Dr. Warner and I co-wrote a grant proposal to the Charles A. Frueauf Foundation. The grant proposal would fund a partnership effort between the MFT program and Hospice of South Georgia to develop and implement grief groups for selected middle schools in the Lowndes area. The grant was funded ($500.00). The Charles A. Frueauf Foundation was not able to fund the entire grant but wanted to provide funds for the grief camps.
2. 2007, LAMP Contract.**:** The MFT faculty was awarded a contract for the *Homeward Bound Program*, a service provision agreement with Lowndes Associated Ministries to People to administer psychotherapy programs targeting the homeless population in the Lowndes County area (to include all counties contiguous). Program services include outreach, therapeutic services, assessment, and transitional support. ($65,920.00). My role in this grant was to assist in writing the grant and also serving as the research coordinator. *As you will notice the only names included on the grant are the president of the university and the director of LAMP. The Grant and contracts office wanted to limit the number of people on the grant.*
3. 2006, LAMP Contract.: The MFT faculty were awarded a contract for the *Homeward Bound Program*, a service provision agreement with Lowndes Associated Ministries to People to administer psychotherapy programs targeting the homeless population in the Lowndes County area (to include all counties contiguous). Program services include outreach, therapeutic services, assessment, and transitional support. ($64,400.00). My role in this grant was to assist in writing the grant and also serving as the research coordinator. *As you will notice my name is not included on this grant. Grant and contracts office wanted to limit the number of people on the grant and only wanted to specifically name those who should be called in case of an emergency.*

**Support for the above can be found in Appendix E**

**Unfunded**

1. Grant submitted for 2008: The MFT faculty were awarded a contract for the *Homeward Bound Program*, a service provision agreement with Lowndes Associated Ministries to People to administer psychotherapy programs targeting the homeless population in the Lowndes County area (to include all counties contiguous). Program services include outreach, therapeutic services, assessment, and transitional support. ($80,000.00). My role in this grant was to assist in writing the grant and also serving as the research coordinator. The grant was not funded due to decrease in funding from TANF.
2. Grant Submitted for 2006: I submitted a grant to Lowndes Associated Ministries to People (LAMP) in response to an RFP to provide comprehensive education and training services. The agency requested that I resubmit the grant proposal; however, the agency discovered they had received less funding that year so were unable to fund the grant.
3. Grant Submitted for 2005: I submitted a grant to Lowndes Associated Ministries to People (LAMP) in response to RFP to provide comprehensive education and training services. The grant was not funded.
4. Internal grant proposals - 0 points for each proposal written and 1 point for each accepted.
5. 2007, Fall, Graduate Faculty Professional Development Fund for attendance at annual conference for the National Council of Family Relations, (Funded: $373.00).
6. 2006, Fall, Faculty Development Grant for attendance at annual conference for the National Council of Family Relations, (Funded: $500.00).
7. 2005, Fall, Faculty Development Grant for attendance at annual conference for the American Association for Marriage and Family Therapy, (Funded: $500.00).
8. 2004, Fall, Faculty Development Grant for attendance at annual conference for the American Association for Marriage and Family Therapy, (Funded: $500.00).

**Support for the above can be found in Appendix E**

Category C: Other scholarly activity, including works submitted for publication, manuscripts in preparation, and paid consulting - 0 points.

## Miller, J., & Lambert-Shute, J. (in press). Career aspirations and level of preparedness of marriage and family therapy doctoral students: A national survey. Journal of Marital and Family Therapy.

* Lambert-Shute, J., & Fruhauf, C. Aging issues: Unanswered questions in marital and family therapy literature. *Journal of Marital and Family Therapy* (revised and resubmitted Feb, 2008).
* Lambert-Shute, J., & Milewski Hertlein, K. A. The journal reading habits of practicing MFTs. *Journal of Family Psychotherapy* (Submitted July, 2007)
* Joest, K., Arditti, J., Lambert-Shute, J., & Walker, L. Nameless faces: The myth of emotionless fieldwork and the study of families in a criminal justice system. *Qualitative Report* (Revise & Resubmit, Spring 2007).

**Support for the above can be found in Appendix B**

In progress toward publication

## Lambert-Shute, J., Hamlow, E. Are MFT’s Treating Obesity. Article is in progress hope to submit to the Journal of Marital and Family Therapy by October, 2008.

## Lambert-Shute, J., Winek, J., & Clark, C. Stressors in marriage and family therapy training: A process model. Journal of Marital and Family Therapy. (This articles was submitted to JMFT. Received a revise and resubmit. New draft re-submitted in Fall 2006. After six months of waiting the reviewers of this journal asked us to revise again. After speaking with the editor we, the authors, decided to re-submit to a different journal).

**Support for the above can be found in Appendix B**

IV. Total points recommended for each criterion - 100 points maximum

|  |  |  |  |
| --- | --- | --- | --- |
|  | *points recommended*  *by candidate*[[1]](#footnote-2) | *points recommended*  *by departmental*  *promotion & tenure committee* | *points recommended by department head* |
| **Criterion I:**  **Teaching** | not to exceed 40 points | not to exceed 45 points | not to exceed 50 points |
| **Criterion II:**  **Service to the Institution**  **and Community –** not to exceed 25 points |  |  |  |
| **Criterion III:**  **Professional Growth**  **and Development –** not to exceed 35 points |  |  |  |
| **Grand Total -** | not to exceed 90 points | not to exceed 95 points | not to exceed 100 points |

**COLLEGE OF ARTS AND SCIENCES**

**EVALUATION OF TENURE CANDIDATE**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Highest Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_

Institution Awarding Degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I - Analysis of Candidate’s Professional Performance**

1. Please analyze the candidate’s strengths and weaknesses in the area of teaching and explain the basis upon which conclusions are drawn.
2. Please analyze the candidate’s strengths and weaknesses in the area of service and explain the basis upon which conclusions are drawn.
3. Please analyze the candidate’s strengths and weaknesses in the area of professional growth and development and explain the basis upon which conclusions are drawn.

**Part II - Summary Evaluation**

Provide a qualitative statement summarizing the candidate’s overall performance and fitness for tenure.

**Part III - Recommendation**

Based on the foregoing analysis,

I recommend tenure without reservation.

I recommend tenure with reservation.

I do not recommend tenure.

I do not have enough information to make a recommendation.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. [↑](#footnote-ref-2)