

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum

October 26, 1988

TO: Promotion and Tenure Committee
College of Education

FROM: Promotion and Tenure Committee
Department of Educational Studies

Daniel Neale, Chair *D. Neale*
Ralph Ferretti *R. Ferretti*
Joseph Glutting *J. Glutting*
Charles Marler *C. Marler*

RE: Promotion of Linda S. Gottfredson to
Professor with Tenure

The Promotion and Tenure Committee, after carefully reviewing Dr. Linda S. Gottfredson's promotion dossier, unanimously recommends promotion to Professor with tenure. This recommendation has been approved by the Department of Educational Studies faculty by a vote of 16 to 4 with one abstention.

We believe that Dr. Gottfredson's profile of research, service, and teaching activities makes a compelling case. She has maintained a highly productive program of research that affects more than one field of academic inquiry, has provided leadership in service to the Department and the profession, and has demonstrated her ability to provide competent graduate and undergraduate instruction.

In the following, we provide a more detailed analysis of Professor Gottfredson's record and our reasons for enthusiastically supporting her promotion to Professor with tenure.

Research

For promotion to Professor, Department criteria require evidence for scholarly contributions "...which address issues or problems of significance and which display the characteristics of scholarly writing; that is, each should be accurate, systematic and thorough, exhibit knowledge relevant to the topic, and demonstrate appropriate analytic ability, depth, and clarity." In addition, "...candidates are expected to demonstrate a record of significant scholarship which is judged to be an important contribution to the candidate's field(s) and which goes beyond the candidate's contributions at previous rank." Based on her record of published research, as well as evaluations of external reviewers, we conclude that Professor Gottfredson fully meets these high standards for promotion.



Dr. Gottfredson has conducted a highly visible program of research that contributes to the fields of vocational-counseling psychology, industrial-organizational psychology, and ability differences and ability testing. The common thread through her work is an interest in the effects of individual differences in abilities, interests, and social status on vocational outcomes.

In her early work, Dr. Gottfredson focused on the factors that affect the individual's career development and vocational choices. Her theory of occupational aspirations is widely recognized as having a broad and powerful influence on the field of counseling psychology. One reviewer notes that this theory "...has been enormously important. Researchers in Australia and Israel as well as the United States are testing her ideas." In addition, Dr. Gottfredson has applied her theoretical perspective of occupational aspirations to problems encountered in career counseling. As a result of these efforts, Dr. Gottfredson developed an alternative occupational classification system and made recommendations to counselors about strategies for promoting realism in vocational decision-making. According to another reviewer, Dr. Gottfredson's work evidences "...a remarkable ability to integrate vast amounts of research findings from diverse areas into coherent theoretical explanations."

More recently, Dr. Gottfredson has focused on the role of the broader societal consequences of individual differences in ability and education. Two of the papers on this topic have attracted considerable professional interest, and are notable for their scope and clarity. In one, she articulates a theory of occupational stratification that helps to explain how individual differences in abilities influence the structure of occupations in industrialized societies. In the other, she synthesizes findings about the stable and stubborn differences in mental ability and argues for their importance in the nation's worker productivity. One reviewer believes that the latter article is "...one of the half-dozen finest articles in the personnel psychology field in the 1980's." Another reviewer says that the special journal issue in which the latter article appeared, and which was organized by Dr. Gottfredson, is "...one of the signal contributions of this decade to applied psychometrics and the theory of intelligence." The Committee concurs with the reviewers' conclusions about the quality of Dr. Gottfredson's work. She has made seminal contributions to at least two major areas of scholarly inquiry and has attained national visibility for her application of theory to problems of social policy.

The committee and external reviewers also examined the quantity of Dr. Gottfredson publications and found her work to be outstanding in this regard. Since being promoted to a rank equivalent to Associate Professor (i.e., Research Scientist at the Johns Hopkins University), Dr. Gottfredson has published fourteen juried journal articles, two journal monographs, four

book chapters, one book review, and she has edited one special journal issue and co-edited another. Since her appointment in 1986 as an Associate Professor of Educational Studies, Dr. Gottfredson has published six juried articles, one journal monograph, one book chapter, the book review, and both special journal issues. One influential reviewer notes that "...Dr. Gottfredson's productivity averages something close to three journal articles per year in the 12 years since she earned Ph.D. This rate of production is well above the average for academic faculty in general." Another reviewer comments that Dr. Gottfredson is "...hard working and thorough. As a consequence, she is prolific, and her publications count." A final reviewer concludes that Dr. Gottfredson "...has been prolific in research productivity, being one of the top contributors to the field in recent years." We fully concur with the external reviewers' judgement.

The external reviewers were unanimous in their judgement about the importance of Dr. Gottfredson's scholarly contributions. Sample comments include: "...Her contribution is the breadth of information from a variety of fields that she brings..."; "...I have found some of Dr. Gottfredson's papers among the most highly informative, and they have significantly enlarged my own perspective in this field."; "...She has developed an unified and conceptually integrated research program, and she has made important theoretical and empirical contributions." These comments testify to the significance of Dr. Gottfredson's scholarship.

In summary, the Committee concludes that Dr. Gottfredson has unequivocally established a record of scholarship that has made highly significant contributions to the fields of vocational-counseling and industrial-organizational psychology. These accomplishments clearly meet the Department's high standards for promotion to Professor.

Teaching

For promotion to Professor, department criteria require "...evidence of high quality teaching." Candidates who seek promotion to Professor are expected to receive student course evaluations that average 3.0 or better on a five point scale and to show improvement over time. Candidates are also encouraged to provide other evidence of teaching accomplishments, including advising, course development, and supervision of student research. Evidence of high quality supervision of research projects is expected.

Dr. Gottfredson has served at the University of Delaware only since 1986, and thus has had few opportunities to document teaching accomplishments. She has not been afforded the opportunity to advise undergraduate or graduate students or to direct student research. This is a consequence of Departmental needs and limitations, not choices made by Dr. Gottfredson. In fact, she has been extremely cooperative in responding to the Department's instructional needs. Dr. Gottfredson taught eight classes during her first two years at Delaware, five of which were offered by her for the first time. Furthermore, she was asked on one occasion (88A) to teach Elementary Statistics, a course outside of her expertise, on only a few days notice. She is to be commended for accepting these Departmental teaching assignments. Dr. Gottfredson's responsiveness to the Department's instructional program is further evidenced by her initiative to organize the College's Colloquium Mini-Series this year.

Despite the number of new preparations, her relative unfamiliarity with some of the course material, and the fact that before she came to Delaware she was a full-time researcher, Dr. Gottfredson's course evaluations meet Departmental expectations. They average above 3.0, and they have improved over time. Our examination of her syllabi indicates that her courses are rigorous and include thorough methods for evaluating students.

Confidential letters of evaluation from a random sample of her students are consistent with the course ratings. Although a variable pattern of student reaction is seen, it is clear from the record that she sets high standards for students and asks them to think analytically about emotionally-laden and highly controversial issues involving educational policy. The trend in her teaching evaluations suggests that student satisfaction is growing with increasing experience in the classroom. Dr. Gottfredson's responsiveness to the Department's instructional needs, as evidenced by her willingness to assume difficult teaching assignments and many new preparations, foreshadows continued growth and increasing contributions to the Department's instructional programs.

Service

For promotion to Professor, Department criteria require that candidates "...assume a fair share of the various service requirements...". These requirements include participation on department, college, and university committees, and other roles as needed. In addition, candidates for Professor are expected to show leadership in professional societies. Professor Gottfredson has clearly met the Department's requirements for University-based service, having established a record of leadership expected of those who advance to the rank of Professor. Her service to the profession and to society is exemplary, indeed distinguished. Consequently, Dr. Gottfredson's service contributions to the

Department and the profession fully meet the Department's criteria for promotion to Professor.

Reviews of Dr. Gottfredson's contributions to Department committee work are laudatory, especially concerning the leadership she has provided in promoting the professional welfare of new colleagues. She has provided a great service to the College in coordinating this year's colloquium mini-series and the related national conference which will follow. A high level of faculty and student interest and involvement is apparent.

Her professional visibility has led colleagues across the nation to appoint her to speakers' bureaus, certify her as a "distinguished mentor," and seek her advice as a national consultant for organizations such as the U.S. Commission on Civil Rights. Confidential letters of evaluation were sought in connection with Dr. Gottfredson's service. Several reviewers praised Dr. Gottfredson's command of essential information and her ability to generate and guide informed argument. One reviewer writes "Indeed, her work is noteworthy, for she has brought out into the open ideas, discussions, and concerns...that have been hidden because of their controversial nature." Dr. Gottfredson has been sought out to help coordinate conferences because her work is said to have "...truly opened a forum for discussion, research, and debate." She has extended conference debate by coordinating special editions of professional journals, and served for a number of years as a Consulting Editor to the Journal of Vocational Behavior.

Summary

In summary, Dr. Gottfredson's profile of outstanding service contributions to the Department and the profession, highly productive program of research, and efforts on behalf of the Department's instructional programs lead this committee enthusiastically to recommend her promotion to Professor with tenure.

cc: Dr. Gottfredson
Dr. Martuza

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum

November 1, 1988

TO: Promotion and Tenure Committee
College of Education

FROM: Victor Martuza, Chair *VM*
Educational Studies

RE: Recommendation for Promotion of Dr. Linda Gottfredson
to the Rank of Professor with Tenure

Having reviewed the dossier submitted by Dr. Gottfredson, I wholeheartedly concur with the recommendation of the Department of Educational Studies Promotion and Tenure Committee that she be promoted to the rank of professor with tenure.

Dr. Gottfredson's record of scholarship is outstanding. The number of publications, their quality as attested to both by external and internal reviews, and the apparent impact of her work in the policy arena clearly exceed the criteria of this department for promotion to professor with tenure. Her presence in the department has been a great source of intellectual stimulation to her colleagues, particularly in the policy area. One concrete manifestation of this is her current colloquium mini-series on intelligence which has generated more discussion among faculty within the college than any other similar activity in the period of time that I have been here at the university. While the organization of such a mini-series is typically thought of as a service activity, the content of the series serves both as a means of clarifying her scholarly work and as a springboard for future research projects. I have no doubt that a book will come out of this series and the related summer symposium which will make a valuable contribution to the literature on intelligence.

Dr. Gottfredson's service contributions both within the department and outside the university clearly meet the department's criteria for promotion to professor with tenure. Her contributions to professional organizations and juried journals are clearly documented in the EDS Promotion and Tenure Committee report. Not mentioned in that report, but clearly of importance, has been her work as Chair of the EDS Faculty Development Committee. For the last year and one-half, her committee has spent a considerable amount of time working with untenured faculty in order to facilitate their research programs and their integration into the department's mainstream. In



connection with that activity, her committee developed a handbook of policies and procedures which has proven extraordinarily helpful to new faculty. There is no question that this has been a very important contribution to the department as a whole and to new faculty in particular.

While the level of her teaching quality does not match her work in the other two areas, she does satisfy the department's criteria for teaching and shows promise of becoming one of the department's outstanding teachers. Prior to coming to the University of Delaware, Dr. Gottfredson had very little opportunity to acquire teaching experience because of the nature of the research positions she held elsewhere. Since joining us, she has worked very diligently on the development of her courses under somewhat adverse circumstances. As the department committee points out, she had five new course preparations during her first two years here. Furthermore, one of those courses was clearly outside of her area of expertise and required an extraordinary amount of attention and preparation time. What makes me particularly enthusiastic about Dr. Gottfredson is her concern for her students and her continuing efforts to improve. The course for which she is primarily responsible is EDS 258 -- Sociological Foundations of Education. This course is taken mostly by students in the elementary teacher education program. These students often fail to appreciate courses which educate rather than simply train. Since this course does not provide prescriptions which can be applied directly to classroom management, it is viewed by many students as being irrelevant. As a result, getting high ratings in this course is not an easy task. Taking her initial course ratings as an indication that there was room for improvement, Dr. Gottfredson has taken an approach to teaching improvement which closely approximates the way she goes about her scholarship. She systematically collects data about her course and uses that information to make revisions. Two pieces of information relevant to this point are: (1) the use of the Center for Teaching Effectiveness' consultation service to assess her efforts in this course and (2) her request that a colleague (Dr. Robert Hampel) review her EDS 258 syllabus and teaching methodology. It is very rare that faculty solicit the kinds of information that Dr. Gottfredson has in order to improve the quality of their teaching. It seems to me that her approach can very well serve as a model for other faculty in this and other departments.

In summary, Dr. Gottfredson's record of scholarly achievement, significant service contributions and teaching efforts more than satisfy the criteria of this department for promotion to professor with tenure.

Memorandum



December 16, 1988

To: Frank B. Murray, Dean
College of Education

From: Promotion and Tenure Committee
College of Education
James Crouse *James Crouse*
Linda Perosa *Linda Perosa*
John Pikulski *John Pikulski*
Diana Wearne *Diana Wearne*

Subject: Promotion of Linda S. Gottfredson to
Professor with Tenure

After carefully reviewing Dr. Linda S. Gottfredson's promotion dossier, the Promotion and Tenure Committee unanimously recommends promotion to Professor with tenure. The rationale of the Committee's decision is outlined in the paragraphs that follow.

Research

Dr. Gottfredson's accomplishments in research very clearly exceed the Department of Educational Studies' requirements for promotion to the rank of professor.

The Department has set a minimum requirement of "at least one scholarly book or monograph at rank, or at least five major scholarly articles." Dr. Gottfredson has exceeded that quantitative criterion in the two years since her appointment at the University of Delaware, having authored or coauthored six refereed journal articles and a journal monograph. In addition she published a book chapter and a book review during this time period.

However, the Department guidelines for promotion clearly indicate that, "Work published prior to joining the Department counts toward fulfillment of the above criteria as long as the candidate has published an average of one publication a year for each year of rank at Delaware." Accepting 1980 as the year she achieved the equivalent of the rank of Associate Professor, Dr.



Gottfredson's record of significant publications more than doubles the previously cited figures. One external reviewer succinctly summarized her productivity: "She has been prolific in her research productivity, being one of the top contributors to the field (vocational psychology and career counseling) in recent years."

The Department criteria are explicit in noting that mere fulfillment of the quantitative criteria is insufficient for promotion to professor and state that, "Candidates are expected to demonstrate a record of significant scholarship which is judged to be an important contribution to the candidate's fields and which go beyond the candidate's contributions at previous rank." The extraordinarily consistent, unequivocally positive assessment of Dr. Gottfredson's scholarly contributions by six prestigious external reviewers is particularly convincing that she is making very significant contributions to developing new theories, perspectives, and understandings in vocational counseling and industrial/organizational psychology, and that she is addressing vexing problems in assessment, individual differences, and vocational decision making. Her work, according to these reviewers, is widely used in University courses and has significantly influenced graduate students as well as more mature researchers. Indeed, one reviewer alludes to the international influence of her scholarly efforts.

Several of the external reviewers who received copies of Dr. Gottfredson's statement regarding research, which serves as the introduction to the second major section of her promotion dossier, note that it is a cogent, honest, and accurate statement of the highlights and evolution of her scholarly activities. It therefore appears unnecessary to reiterate the contents of that statement in this letter. That statement is an excellent summary which highlights the systematic, thematic quality of Dr. Gottfredson's program of scholarship.

The external reviewers are consistent in noting the careful and systematic nature of her work, the significance of the broadly based theories that she has developed (circumspection and compromise theory of the development of occupational aspirations and modified functional theory of occupational stratification) and the overall high intellectual quality and technical competence of her work. Indeed, at least one reviewer credits her with almost single-handedly creating a new field of scientific inquiry -- "the sociology of intelligence."

That Dr. Gottfredson has developed a national reputation for scholarship is evidenced in the invitations she receives to contribute chapters to significant books, by her editing of a special edition of a well respected journal, and by what appears to be growing numbers of invitations to speak to and consult with groups such as the American Association for the Advancement of

Science. We concur with the generalization of the external reviewer who wrote, "Linda is respected nationally, with a well-deserved reputation for excellence in statistical analyses and in addressing substantive issues in measurement and assessment."

The concluding paragraph of the Department guidelines for promotion to the rank of professor note: "In all cases, the candidates record should indicate that the candidate has sustained an active career of significant scholarship and will continue to make scholarly achievements appropriate to his/her rank." The consistency of her record of publication; the quality of her publications; the excellence and far reaching significance of her work; and the outstandingly positive assessments of her scholarship by leaders in vocational counseling, industrial and organizational psychology, and the psychology of individual differences are overwhelming evidence of what she has accomplished, and they speak most positively to the likelihood of continued growth and productively in scholarship.

Teaching

The guidelines for the Department in Teaching require the candidate to provide evidence of high-quality teaching; to teach undergraduate, master's, and doctoral courses as needed; and to serve as Chair of M.A. and Ph.D. advisory committees when possible. Evidence of high-quality supervision of research projects is also expected.

In the past two years, Dr. Gottfredson has taught five different courses with a sixth new course being taught during the current semester. The courses have been at the undergraduate, master's, and, with the current course, the doctoral level. This is an impressive number of different courses to teach in such a short period of time, particularly when one considers that Dr. Gottfredson's prior appointment was as a full time researcher, and college teaching was relatively new to her.

One course, EDS 258 -- Sociological Foundations of Education, has been taught four times (five including the current semester). An examination of the syllabi associated with this course shows a constantly evolving course. The revisions in the syllabus reflect Dr. Gottfredson's continuous evaluation of the knowledge in the area as well as consideration of the expressed concerns of students. The student evaluations for this course have shown a modest but continued rise in ratings, with the exception of an early relatively high student evaluation.

Dr. Gottfredson's average student ratings for EDS 258 as well as all courses exceed the minimum required by her department, 3.0 on a five-point scale. Although these ratings meet the numerical department requirement for student course

evaluations, it is the judgment of this committee that they fail to provide evidence of "high quality teaching" required by the department. However, Dr. Gottfredson has had more limited teaching experience than most candidates for professor, and thus has had less time to develop her teaching. Furthermore, student evaluations are but one indication of quality of teaching, and other aspects of her courses appear to be quite strong--for example, frequent quizzes and papers, study questions, criteria for grading, and good texts. A perusal of course syllabi provides a picture of thoughtful, demanding courses.

Dr. Gottfredson has consulted with the Center for Teacher Effectiveness in an effort to improve her pedagogical skills as well as seeking advice from colleagues. Her Chair commented in his supporting letter that she "shows promise of becoming one of the Department's outstanding teachers." The planning of the College's Colloquium Mini-Series for this year, the revision of her syllabi, the consultation with the Center, and the number of courses taught, all reflect Dr. Gottfredson's enthusiasm for the Department's instructional program.

The short duration of her association with the University has had an impact on another aspect of teaching, her work with graduate students. Dr. Gottfredson is serving on one doctoral committee but has not chaired any student's committee. Her dossier fails to include supporting evidence of her ability to provide high-quality supervision of graduate students' research projects. However, Dr. Gottfredson received the Distinguished Mentor award for APA Division 17 in recognition of her contribution in the education of graduate students and new professionals. This serves as a strong, encouraging indication of her ability and interest in working with graduate students and their research projects.

Dr. Gottfredson's limited experience in directing graduate student work at the University of Delaware and her student course ratings are less than what this committee would expect in order to satisfy the department criterion of high quality teaching. However, there are indications of her ability and interest in working with graduate students, as noted above. Dr. Gottfredson is also acquiring within the College of Education a reputation for her ability to present material very clearly. This reputation is based upon several colloquia she has given. Consequently, both her limited experience in directing graduate students and the student course evaluations must be interpreted within a growing body of evidence which suggests improvements and the potential for continued improvement.

Service

For Promotion to Professor, Department criteria require that

candidates "assume a fair share of the various service requirements." These requirements include participation on Department, College, or University committees and other roles as needed. In addition, candidates for professor are expected to show leadership in service to the University and professional societies. These standards have been fully met by Dr. Gottfredson. Without question, she has attained a distinguished position of leadership within her profession and, though she has been at the university only a short time, she has made noteworthy contributions to the college and to the Department, including chairing two committees.

Her coordination of this year's colloquium mini-series and the scheduled conference which will follow have brought recognition to the college as an international center for debate on educational issues related to ability differences. The presence of so many eminent scholars from the United States and Europe debating controversial issues related to the importance of psychometric g in educational and social policy has sparked an interest among faculty and students throughout the university that has been unequaled by most other colloquia within the university.

Dr. Gottfredson's scholarly reputation within the Department and the importance of her research have provided a focal point for the development of the proposed Ph.D. major in educational policy. In addition, the orientation handbook she organized and the personal interest she took in helping newly hired faculty take steps toward fulfilling requirements for promotion and tenure are highly regarded by her colleagues. Clearly, Dr. Gottfredson has provided new direction for the department in this area. Though she has been here a short period of time, which limits the number of committees in the Department, College, and University she reasonably could have been asked to serve on, she has given evidence that her participation is valued and forward looking. We expect this kind of leadership to continue in the future.

Dr. Gottfredson's prominent service to the profession is reflected in the number of lectures and national symposia she has participated in and organized. She has been certified as a "distinguished mentor" by her colleagues, she has been appointed a consultant to national organizations such as the National Research Council of the National Academy of Science, the Office of Accession Policy in the Department of Defense, the Navy Personnel Research and Development Center, and the U.S. Commission on Civil Rights, she has served as editorial consultant to Erlbaum Publishers and the Journal of Counseling Psychology, and has been an editorial board member of the Journal of Vocational Behavior. Letters by renowned colleagues praise her work as "noteworthy for bringing out into the open ideas and concerns that have been hidden because of their controversial

nature." We agree that her efforts have ". . . truly opened a forum for discussion, research, and debate" at universities, at professional meetings, and at government agencies responsible for making national policy decisions. Such accomplishments require courage, intellectual honesty, and leadership ability -- qualities we believe characterize Dr. Gottfredson. Her record of distinguished national service and her potential for continued leadership within the department clearly meet the standards for promotion to full professor.

Conclusion

We concur with the recommendations of both the faculty and the chairman of the Department of Educational Studies for promotion of Dr. Gottfredson to Professor with tenure. While she fails to provide sufficient evidence to convince this committee that she meets the requirement of high quality teaching, there are numerous indicators of very good potential in this area. In addition, the guidelines for promotion in the Department of Educational Studies allow "that evidence of major accomplishments in one area may, in the judgment of the faculty, offset minor deficiencies existing in another area." Dr. Gottfredson has a record of accomplishment in the area of scholarship that clearly exceeds the requirements and more than compensates for minor weaknesses in teaching which appear to reflect her relatively short appointment to the University. Her record of service, particularly at the national level is also quite strong.

In summary, Dr. Gottfredson has an excellent record of accomplishments at the University of Delaware and shows exceptional potential for continued professional growth and contributions to the University and her profession. We therefore recommend her promotion to professor with tenure.

cc: L. Gottfredson
V. Martuza
D. Neale