Overview of Exhibit 2: Formal Evaluations of Teaching

This exhibit contains a letter from Professor Jo Webber (now Distinguished Professor Emertia) written to the Department of Curriculum and Instruction's Personal Committee describing her formal faculty observation of my teaching conducted 2010. Next, I have included copies of the Personnel Committee's summary comments and the Department Chair's comments regarding my teaching for 2013 and 2014. Finally, a table summarizing all of my teaching evaluation scores from the last five years is presented. My intent is to provide explicit evidence in support of my sustained high quality teaching across the last five years as evaluated formally by faculty, department leadership and students.

Faculty Observation for Dr. Russ Lang
Observer: Jo Webber
November 2m 2010
Class: SPED 5329, Language Development and Interventions for Special Populations

I had the opportunity to observe in Dr. Lang's graduate class during his first semester at Texas State. It was immediately obvious that his class was very organized and that he kept students engaged and moved through his content at a clipped pace. He began with a review of the assigned chapter and had students share what they learned from the chapter and to clarify points of confusion. The students were very vocal and shared easily in front of him and the entire class (9 students).

Dr. Lang continued to lecture about important points of the chapter and to call on students to expand on the content and relate their new learning to prior learning. He uses verbal reinforcement quite often and the students seem especially motivated to participate in class and to impress him.

Second, he showed a video of Pivotal Response Training and discussed the various types of prompts, prompting hierarchies, and afterward gave explicit examples of PRT, NET, and Play-based language instruction. Each of the strategies was defined and benefits and challenges of using each discussed.

Finally, Dr. Lang ended with a student presenting a graph of behavior obtained while observing in the CARES clinic. Dr. Lang was very supportive and appreciative of the data collection and graph since this particular student was a first semester student. This was 1 ½ hour class and seemed to fly by. He left the students wanting to learn more and motivated to seek information on their own to bring to the next class. Given that this was the first time that Dr. Lang taught this course, I was much impressed by the organization, the number of opportunities for student participation, the pace of his instruction, the depth of knowledge of content, and his obvious enthusiasm for teaching.

As an aside, Dr. Lang has established a research team of volunteer students to engage them in his ongoing research and presentations at conferences (several will present a poster with him at the Texas Association for Behavior Analysis in Galveston next month). His goal is to encourage some to pursue doctoral studies, to motivate appreciation of research and data-based decisions, and to advance the autism/ABA program to state and national status.

If the recommendation is to "Reappoint for one year," complete the following items:

1. Basis for the Departmental Personnel Committee's recommendation to "Reappoint for one year"

See attached

_____   _____
Departmental Personnel Committee Member   Date

2. Basis for the Chair's recommendation to "Reappoint for one year"

Dr. Russell Lang is exceeding departmental expectations in teaching, research, and service in his fourth year on the tenure-track. Peer evaluation of Dr. Lang's teaching indicates that he is organized, prepared, and engaging. His course evaluations show that students value his enthusiasm, expertise, thoroughness, personable teaching style, and the practical, research-based knowledge they gain in his classes. One student commented, "Every night I went home excited to be doing this and wanting to learn more." His quantitative scores on student evaluations are well above the departmental mean. Also, Dr. Lang is supervising multiple graduate students who are seeking their BCBA (Board Certified Behavior Analyst), a national certification that requires 1500 supervised hours of practice. In the area of scholarship, Dr. Lang's quality and productivity are at a level far beyond expectations for a tenure-track faculty member as evidenced by the Presidential Award for Excellence in Scholarly/Creative Activity that he was awarded in 2012. He has published 14 book chapters and has 114 refereed journal articles either published or in press. All publications are at the national/international level and are complex, data-rich studies published in prestigious venues such as *Journal of Applied Behavioral Analysis, Research in Autism Spectrum Disorders, Cognitive and Behavioral Practice*, and *Developmental Neurorehabilitation.* Three of his recent publications are first authored by Texas State Master's degree students whom he has mentored in the research process. It should be noted that Dr. Lang has developed collaborative research relationships both nationally and internationally. Additionally, he has given numerous paper presentations at national conferences, many of these also with Texas State graduate students. Since arriving at Texas State, he has brought in more than $250,000 in contracts, gifts, and grants to the Clinic for Autism Research, Evaluation Support (CARES) in addition to $44,278 in external research grants. He is currently Co-PI on a $1.25 million grant proposal submitted to the U.S. Department of Education Office of Special Education Preparation. In the service area, Dr. Lang has also contributed well. He serves as Executive Director for CARES and is a member of the Texas State Institutional Review Board, the University Library Committee, and Bobcat Bound Military Veterans Mentoring Program. At the professional level, he serves on five editorial review boards for national journals, is Associate Editor of the *Journal of Physical and Developmental Disabilities*, and has guest edited and guest reviewed for multiple peer review journals. He has also recently assumed additional service responsibilities at the state level by serving on the Public Policy Committee of the Texas Associate of Behavior Analysts and the Act Early Texas State Planning Grant Council. Finally, he engages in community

ice by serving on the Austin Area Regional Autism Task Force and regularly volunteering Williams Elementary School in Austin ISD. Based on this body of work, I unequivocally ecommend Dr. Lang for reappointment and will be recommending him for early consideration for tenure and promotion in 2014-15.

_____   _____

Chair   Date

The Personnel Committee of the Department of Curriculum & Instruction met on April 11, 2014, to review Dr. Russell Lang's progress toward tenure. Personnel Committee members voted unanimously to approve reappointment for Dr. Lang to the tenure-track for the academic year 2014-15.

Evaluative Comments:

General comments: Dr. Lang is making excellent progress in the three requisite categories required for tenure and promotion to Associate Professor: teaching, scholarship, and service.

Teaching

Dr. Lang's teaching record is solid. He uses a variety of techniques (e.g., lectures, organized class discussions, role play of intervention and assessment techniques) to ensure that graduates of the program are highly capable, confident, and ethical practitioners. The average of all his course evaluations to date is above 4.7 in all categories, and this indicates that he is organized and connects well with the students. He involves students in his research and publishes with them on those studies. He mentors students to succeed academically and professionally. He invests his time in working as a committee member with doctoral students at other institutions. In teaching, Dr. Lang exceeds departmental standards.

Scholarship

Dr. Lang has an excellent record of research and publication. He has identified three lines of research: (1) the treatment of challenging behavior (e.g., self-injury, stereotypy, aggression, and property destruction) common in people with intellectual and developmental disabilities; (2) alternative or augmentative communication; and (3) the potential use of play skills as an intervention for challenging behavior. His research agenda is well balanced between theory and practice. He works well with his research team and is inclusive in bringing colleagues in on his studies. He consistently publishes as first or other author in top tier journals in applied behavioral analysis and autism. Dr. Lang greatly exceeds expectations in his scholarship activity.

Service

Dr. Lang selects service opportunities that are consistent with his research goals and is building a respectable record in service. Under his supervision, the CARES clinic has increased the number of contracts by 43.4% and added 78.4% to the budget surplus; he demonstrates solid leadership skill in managing that initiative. Dr. Lang is co-editor-in-chief for *Developmental Neurorehabilitation*, and serves as guest editor for two other top tier journals. He additionally

Course Evaluation Scores by Semester and Summary Statistics

Semester and Year	Course Title	Number of Students Completing Evaluation	Mean Course Eval. Score
Spring 2015	SPED 5310: Autism Research	3	4.91
Spring 2015	SPED 5386: Advanced Applied Behavior Analysis	11	4.96
Fall 2015	SPED 5376: Advanced Treatment of Challenging Behavior	15	4.95
Summer 2014	SPED 5329: Communication Intervention	7	4.86
Summer 2014	SPED 5324: Trends, Issues and Ethics	8	4.91
Summer 2014	SPED 5310: Autism Research	3	5.00
Spring 2014	SPED 5386: Advanced Applied Behavior Analysis	7	4.91
Spring 2014	SPED 5376: Advanced Treatment of Challenging Behavior (listed as 5310 while under review by curriculum committee)	13	4.90
Fall 2013	SPED 5324: Trends, Issues and Ethics	11	4.75
Fall 2103	SPED 5386: Advanced Applied Behavior Analysis	12	4.80
Spring 2013	SPED 5329: Communication Intervention	10	4.80
Spring 2013	SPED 5386: Advanced Applied Behavior Analysis	7	4.69
Fall 2012	SPED 5386: Advanced Applied Behavior Analysis	10	4.99
Spring 2012	SPED 5324: Trends, Issues and Ethics (listed as 5310 while under review by curriculum committee)	9	4.97
Spring 2012	SPED 5386: Advanced Applied Behavior Analysis	13	4.90
Fall 2011	SPED 5386: Advanced Applied Behavior Analysis	8	4.95
Fall 2011	SPED 5329: Communication Intervention	12	5.00
Summer 2011	SPED 5310: Autism Research	11	5.00
Summer 2011	SPED 5329: Communication Intervention	16	4.86
Spring 2011	SPED 5310: Autism Research	6	5.00
Spring 2011	SPED 5386: Advanced Applied Behavior Analysis	16	4.91
Fall 2010	SPED 5329: Communication Intervention	10	4.85
Fall 2010	SPED 5327: Introduction to Autism and Developmental Disability	32	4.86

Total Number of Students from Fall 2010 to Sum 2014:   250

My Mean Evaluation Score from Fall 2010 to Sum 2014: 4.9

Faculty Evaluation Summary   Date: 1/10/2011
Source: evalf10ci166

Summary for: LANG - 2 sections.

Subscales	5329 .1	5327 .1
Overall (1-22)	4.83	4.86

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.85	4.86

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which are included on this summary. All courses are counted equally.

The Lowest Dropped column represents the average of all of the courses you taught which are included on this summary, excluding the lowest course average. All other courses are counted equally.

Summary for: LANG - 2 sections.

Subscales	5386 .251	5310 .251	
Overall (1-22)	4.91	5.00	

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.95	5.00

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which
     are included on this summary. All courses are counted equally.

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     are included on this summary, excluding the lowest course average. All other
     courses are counted equally.

Summary for: LANG - 2 sections.

Subscales	5310 .751	5329 .751
Overall (1-22)	4.99	4.86

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.92	4.99

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which are included on this summary. All courses are counted equally.

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Summary for: LANG - 2 sections.

Subscales	5329 .1	5836 .1
Overall (1-22)	5.00	4.95

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.98	5.00

Under each course, you should see the means for the listed subscales.

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    courses are counted equally.

Faculty Evaluation Summary

CURRICULUM & INSTRUCTION

Summary for: LANG R - 2 sections.

Subscales	5310 .251	5386 .251
Overall (1-22)	4.97	4.90

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.94	4.97

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which are included on this summary. All courses are counted equally.

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Summary for: LANG RUSSELL - 2 sections.

Subscales	5386 .251	5329 .251
Overall (1-22)	4.69	4.80

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.75	4.80

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which
    are included on this summary. All courses are counted equally.

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    are included on this summary, excluding the lowest course average. All other
    courses are counted equally.

Summary for: LANG RUSSELL - 2 sections.

Subscales	5386 .251	5310 .252

Overall (1-22)	4.91	4.90

Subscales	Sections Combined	Lowest Dropped

Overall (1-22)	4.90	4.91

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which
    are included on this summary. All courses are counted equally.

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    courses are counted equally.

Summary for: LANG RUSSELL - 2 sections.

Subscales	5310 .502	5329 .501
Overall (1-22)	5.00	4.86

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.93	5.00

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which
    are included on this summary. All courses are counted equally.

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    are included on this summary, excluding the lowest course average. All other
    courses are counted equally.

Summary for: LANG RUSSELL - 1 sections.

Subscales	5324 .751
Overall (1-22)	4.94

Subscales	Sections Combined	Lowest Dropped
Overall (1-22)	4.94	0.00

Under each course, you should see the means for the listed subscales.

The Sections Combined column represents the average of all of the courses you taught which are included on this summary. All courses are counted equally.

The Lowest Dropped column represents the average of all of the courses you taught which are included on this summary, excluding the lowest course average. All other courses are counted equally.