

Department of Developmental Psychology

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Short-cuts should be taken into consideration as appropriate. General expectations are provided below.

B. Appropriate efforts to secure external funding

... presentations will be considered.

... three external reviewer letters will be taken into consideration when

D. At least

... for security reviews in RNSC ... external reviewers are required in ...

... Research expectations for pre-tenure assessment and tenure and promotion in rank to Associate Professor are:

- A. Pre-tenure Assessment: The candidate for successful pre-tenure assessment (third-year review) will have a record of success in publication and presentation of their research. The approximate research expectations for a successful pre-tenure assessment include two to three publications (in press or in print) or refereed materials, one of which will be a dissertation. The number of expected publications will depend on the discipline.
- B. Tenure: The candidate for successful tenure and promotion to Associate Professor will have an established and productive research program, demonstrated by presenting and/or obtaining external funding. The approximate research expectations are:

...rank of Associate Professor (i.e., faculty who are not tenured in the Department)

...not meet the criteria for promotion

...Full Professor will have established and documented a consistent record of success in publishing, presenting and/or

...The ideal candidate for promotion documented a consistent record

Associate Professor

Evidence that at least 5 publications have or will have a significant impact in the field, as measured in terms of journal citations, or other ways that significant impact can be demonstrated

...engaged in meaningful research

...scholar's research area... have a demonstrated impact in their field

...reviewers have seen the candidate's research in the past 5 years... employed in departments in the U.S. and at least can be contacted

...the reviewer should be employed in a psychology department

...The search is especially successful in seeking external research

...will be considered

Teaching

...recognize that the transmission of knowledge is an art

...The Department of Psychology

...teaching competency in assessing student learning... demonstrate a sincere and genuine ability to recognize, understand and convey

...effectively to

...Teaching includes not only formal classroom instruction but also

advising and mentoring of students. What follows are indices that may be used to evaluate teaching. This is not an exhaustive list.

Evidence of teaching effectiveness must include:

- A numerical number of positive evaluations reflecting a pattern of positive evaluations)
- Annual department chair/department personnel evaluations
- Third-year review letters from all levels of review

Some evidence may include data for links to any other known

A. Evaluation of Classroom Instruction

Syllabi and course content are current and thorough; coverage

- Evidence of academic standards (e.g., Socratic method, critical thinking, writing assignments, including original sources among the required readings, etc.)
- Peer classroom observations
- Student comments and course ratings from the student's own evaluation instruments (if available)

• Unsolicited letters of evaluation or commendations of teaching

• Teaching awards (e.g., University Teaching Award, Howard

Responsiveness to student peers (e.g.,

conferences, appropriate office hours, sensitive to needs of students with disabilities)

B. Contributions to Student Membership

and undergraduate students)

- Membership on Thesis and Dissertation Committees
- Practicum Supervision
- Research mentorship of undergraduates (e.g., working in the laboratory)

Instructional Contributions to the Mission of the Department

Large lecture course responsibilities

Time-intensive courses

Preparation of new course or an extensive overhaul of an existing course

Number of new preps

- Number of different courses taught

D. Evaluation of Professional Contributions in the area of Teaching

Published textbooks, lecture notes, or laboratory manuals

• Membership in journals or associations concerned with teaching

• Presentations or presentations relevant to the teaching of psychology

Evidence of teaching effectiveness is necessary for tenure and promotion in rank to

Professors

Service

The Department of Psychology realizes that in order for departments, colleges

work
Departmental committees
tees

Committee v
Chairing d

Serving on departmental committees

4. Administrative

- Serving as a training director
- Serving as a clinical director
- Serving in other capacities (e.g., chair, assistant chair)

Other contributions

- Advising and mentoring students, letters of recommendation
- Coordinating undergraduate subject pools
- Arranging educational colloquia
- Recruitment
- Career development

Graduate admissions

Departmental Services

- Comprehensive exams (coordinating, construction, grading)

Extensions

Maintaining records

Licensure

State licensing requirements

Demonstrating professionalism and respect in the department follows an university

example, recognizing the university as an employer, advocating departmental needs

Examples of negative indicators of collegiality

- General unavailability
- Routine unwillingness to serve on student committees
- Pattern of non-attendance at
 - Departmental meetings
 - College/university meetings
 - Student committee meetings
- Pattern of unwillingness to serve on or chair program, department, college, and university committees
- Inadequate performance as a committee member or chair of a committee
- Uncooperativeness, including an unwillingness to agree to teach classes, seminars, research, research special courses, to prepare new courses, or teach in a desired format, as appropriate to the faculty member's experience/expertise
- Failure to adhere to ethical academic practices of being respectful and adherence to all

Issues of ethics

Faculty members are expected to adhere to the highest standards of academic ethics

References

External Review Letters

External Review

At the time that the candidate submits his/her dossier to the Department, please provide a list of potential external reviewers. These

participants ensure communication with a list of potential external reviewers. These individuals will be contacted by the Department and asked to review the list of candidates. The review process will be completed by the Department and the results will be provided to the candidate. The Department will also provide the reviews to the candidate's advisor and samples of referred publications electronically or via hard copy. The Department will also address the candidate's service and teaching.

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Blackwell, Phil

Dr. Joe Ling, Ph.D., Chair
Department of Psychology

Ann P. Dean

Hattiesburg Faculty	Signature
Arnau, Randy	
Barry, Chris	
Barry, Tammy	
Bernal, Mike	
Chan, Jeff	
Echevarria, David	
Green, Brad	
Greer, Tammy	
Harsh, John	
Hamal, Allen	
Jordan, Sara	
Kozai, Stan	
Leuty, Melnic	
Madsen, Mike	
Mandrac, Lisa Jon	
Nicholson, Bonnie	
Watson, Sners	
Wesley, Andre	
Yowell, Emily	

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