

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

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) in refereed journals, one of which will be a dissertation. The number of expected publications will depend on the discipline.
- B. Associate Professor: The candidate for successful promotion to Associate Professor will have an established and ongoing record of success in publishing, 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 been employed in departments in the U.S. and at least can be contacted

...the reviewers should be employed in the applicant's department or a similar department

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

Teaching

...recognize the transmission of knowledge is an art

...The Department of Psychology

...teaching competency in assessing student learning and conveying

...effectively to

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

advising and mentoring of students. What follows are indices of student success that we believe are most useful to faculty. This is not an exhaustive list.

Evidence of teaching effectiveness must include:

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

Some evidence may include data for links to any course below.

A. Evaluation of Classroom Instruction

Syllabi and course content are current and thorough. Coverage

includes major areas of standards (e.g., Statistics, Calculus, critical thinking, writing assignments, including original sources among the required readings, etc.)

Peer classroom observations

Student comments and course ratings from the faculty member

own evaluation instruments (if available)

Recommendations for teaching

Unsolicited letters of evaluation

Teaching awards (e.g. University

Responsiveness to student needs (if available for student

es, appropriate, inclusive, sensitive to needs

with disabilities)

conference students

B. Contributions to Student Mentorship

and undergraduate students)

Membership of Thesis and Dissertation Committees

Men

Academic Supervision

Prac

Area mentorship of undergraduates (e.g., working in the

Rese

laboratory)

Commitment

evaluation of instructional contributions to the mission of the

of an existing

- Large lecture course responsibilities
- Time-intensive courses
- Preparation of new course or an extensive overhaul of 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 involvement in relevant research in the field 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

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 pool

Arranging educational colloquia

Recruitment

Student development

Graduate admissions

Comprehensive exams, coordinating, constituting, grading

Extensions

Maintaining accreditation

Licensure

Starting classes, night hours

Demonstrating professionalism and respect in the department follows an university example, recognizing and 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, 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 may

include... in the context of a department...

Appendix A

External Review Letters

At the time that the candidate submits his/her dossier, he or she will provide the department with a list of potential external reviewers. These

individuals who agree to provide their reviews are then sent a copy of the candidate's cover letter, curriculum vitae, and samples of refereed publications electronically.

Erin O'Connor, Ph.D., Chair
Department of Psychology

Ann P. Blackwell, Ph.D.
Dean

Hattiesburg Faculty

Signature

Araujo, Randy

Barry, Chris

Barry, Tammy

Bernal, Mica

Jan, Jennifer

Levy, Melissa

Madson, Mike

Mandracchia, Jon

Nicolas, Bonnis

Wasson, Shereq

Wesley, Andrea

Howell, Emily

Watson, Shereq

Wesley, Andrea

Howell, Emily

Echevarri

Greer, B

Greer, I

Harsh, Jo

Hainal, A

