

TENURE REVIEW AND PROMOTION TO FULL PROFESSOR PORTFOLIO

Professional Assessment Statement and Description of the Portfolio

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This document represents my professional assessment statement for tenure review. At the same time I am also being evaluated for promotion to Full Professor. To clarify, I spent 4 years as a postdoctoral fellow at the University of Maryland School of Medicine and 5 years as an Assistant and then Associate Professor of Psychology at Reed College in Portland, Oregon. In consideration of the rank I had achieved at Reed College, as well as the 9 years of teaching and research experience following attainment of my Ph.D. in August, 1997, I was hired by Rollins College in the fall of 2006 at the rank of Associate Professor. I was also hired with the expectation that I would apply for tenure and the rank of Full Professor during the 2009-2010 academic year (see Portfolio Section H).

I am cognizant of the advantages and disadvantages of this accelerated schedule. Even with 9 years of experience, including 5 years at a leading liberal arts college, I experienced the expected hiatus in my research program during my first year at Rollins, the predictable issues with adjusting to a different student culture, and the difficulty new faculty have in becoming involved in collegial service, for example, becoming known enough to sit on elected committees. Overall, however, I have been pleased

with my professional development, and believe I am in a position to be evaluated for tenure and Full Professorship at this time.

In my mid-course tenure review of two years ago, I used the professional assessment statement to describe my teaching philosophy, personal ethics, and personal history. In deference to the Bylaws prescription that candidates must “make a case for tenure and promotion,” I will focus this professional statement more specifically on the extent to which I believe I have met or surpassed particular expectations for the successful candidate, as outlined both in the Bylaws in the Psychology Department Criteria. Because this professional assessment feels, to me, a bit “thin” without a discussion of my philosophy and ethics, I have included by mid-course tenure review professional assessment statement (see Portfolio Section H) in its entirety.

I. Teaching

A. Requirements

Rollins College Bylaws

Rollins College expects the candidate to demonstrate both high competence in his/her field(s) and the ability to convey knowledge of his/her field to students... the candidate must be able to organize coherent and useful courses, stimulate student thought, challenge student assumptions, and establish a realistic but demanding set of expectations.... The candidate must demonstrate excellence as a teacher to merit tenure or promotion.

Department of Psychology Criteria

This incorporates all of the abilities evaluated by all-college student evaluation form....

Commentary

“Excellence” is a high standard and one that I believe I have met. Part of being an excellent teacher is never being satisfied with your teaching, though, so although I am confident that my teaching is of the high standard appropriately demanded by the Rollins College faculty, I anticipate continuing to devote a great deal of attention and effort to improving my work in the classroom. In the sections below I will describe the courses I have taught and present the results of mostly student evaluations. I would also like to draw your attention to Portfolio Section B, which collects syllabi, sample

exams, and other documentation, along with a specific statement of my goals practices, philosophy, and future plans for each course I have taught. Portfolio Section C collects the raw data of my student evaluations.

B. Overview

I can think of no better way to introduce a discussion of my contributions to Rollins College as a teacher than to quote, in full, an essay that was submitted to Residential Life in response to the question: “How has a Rollins Professor had a positive impact on your Rollins experience?”

Have you ever seen an 8 am lab class actively engaged after an O-Boys Wednesday? Have you ever heard of a teacher giving an oral exam in a department other than foreign language? Have you ever heard a classroom giggle while taking a statistics test because the examples used in the questions showcase their classmates? Dr. St. John is an exemplary teacher who captivates his students and makes the field of psychology jump right off text book pages and into their lives. From his classes I’ve learned that you can generate new neurons just by physical exercise, I’ve tested to see if I am a “super-taster”, compared a rat and a sheep’s brain, I’ve struggled with the concept of consciousness, learned about many phenomenal psychological disorders and where they stem from physiologically, and studied various psychological testing methods. I think the most important skill that Dr. St. John emphasizes in all of his classes is a student’s ability to effectively communicate the complex ideas of this field to any audience. I have given oral presentations to the class, created wiki-sites, taken oral exams, posted on blackboard, worked with partners. Our class even sits in a circle to allow for class discussions and participation. In Dr. St. John’s classroom, all students are actively engaged learners. There are no monotonous PowerPoints or lecture classes, just challenges that Dr. St. John presents to his students to help them reach their highest potential. He brings an energy, passion, and love of the field to each class he teaches. It is clearly evident that his students are his top priority, that is, unless you root against his Gators.

On the strength of this essay, I was selected as one of two winners of Residential Life’s “Professing Excellence Award” in 2009. I don’t put too much importance on having won the award – presumably that was a result of having been nominated by a

student who was talented at essay writing. But I do take great satisfaction at having been nominated – for that I must be doing something positive. While not all of my students are *this* positive about my teaching, the essay does capture, I think, much of the recurring feedback I’ve received from students: that I bring energy and passion to the classroom, that my students are my top priority (actually regardless of their favorite football team!), and that I take efforts to focus on big themes and make those themes relevant to students with a variety of interests.

C. Teaching Responsibilities

In my 3 full years at Rollins College, I have taught 7 different course offerings a total of 13 times. This is a fairly small number of courses for a candidate for tenure, explained by the large number of 6-credit laboratory courses offered, my accelerated tenure timetable, and course releases in my first year and in the year following my mid-course comprehensive evaluation. This is mitigated, perhaps, by the 19 courses successfully taught at other institutions (see vita, Portfolio Section A), the 3 honors theses advised at Rollins College and the 16 theses advised at Reed College, the relatively large enrollments of my Rollins courses, and the reasonably low variability in the quantitative student evaluations for my Rollins Courses (see Part 1-D below).

The courses I have taught at Rollins span a fairly broad range. My most commonly-offered course is Physiological Psychology, which I teach primarily as a lecture-based survey course that covers an important sub-discipline within the field of psychology. Although the class is lecture-based, the tests include oral exams and short essays, requires student presentations and papers, has a hands-on laboratory component, and emphasizes careful reading of primary journal articles. I use essentially a similar format in Statistics and Research Methods II, which I have taught twice at Rollins – predominantly lecture but with student participation, primary journal articles, and hands-on laboratory experiences. My third course that adopts a similar format is Introduction to Psychology, taught twice at Rollins. In that class I have the students perform and write up a “self-experiment” and I emphasize the scientific method in addition to the content areas of our broad field.

In contrast to these lecture-dominated courses, I use a “conference-style” method in Neuropsychology (two iterations) and The Mind-Body Problem (one). In these courses, the students are responsible for much of the content of the course and in initiating discussion. In Neuropsychology, we had two “symposia” patterned after a session at a scientific meeting, in which students presented research articles on a given topic in a 15-minute talk and then all of the presenters formed a panel in which they discussed the connections among the articles. The students also built a

Neuropsychology Wiki in which they wrote short encyclopedia entries on various topics (this work can still be viewed at <http://editthis.info/psy3241/> and <http://editthis.info/psy3242/>). In The Mind-Body problem, students used a Discussion Board via the course's Blackboard site to "post" responses to thought questions; we used these responses to continue our conversations in round-table discussions in class. The conference style is really ideal for medium-sized class (10-16 students), but even with the large enrollments in Neuropsychology and The Mind-Body Problem (20-24 students), the discussions tended to include a vast majority of the class and were of a satisfyingly high level.

I also taught an Intersession course called "This Is Your Brain On Music," based on the book of the same name by musician and neuroscientist Dan Levitin. I was astonished to learn that 96 students had selected this course as their top priority, and I agreed to teach a double section (of 39). While this undoubtedly affected my ability to make everyone feel "included" in the class, the course ended up being a joy to teach and the student response was very positive. While the room and the size of the class were not especially conducive to the conference style, I used nightly writing assignments and daily music-based themes to maintain student involvement. Some of this student input is preserved on a website I put up after the course was over, at student request. It is available here: <http://web65.rollins.edu/~sstjohn/music09/index.htm>.

In summary, my course offerings include "service courses" that several departmental members could teach (Introduction to Psychology and Statistics and Research Methods II), courses for the major in my area of expertise (Neuropsychology and Physiological Psychology), and interdisciplinary electives (Brain-Behavior Connection, The Mind-Body Problem, and This Is Your Brain On Music). I use a variety of pedagogical styles in these courses (hands-on, lecture, conference-style) and endeavor to find novel and interesting educational activities (e.g., involving websites, wikis, Blackboard, student symposia, self-experiments, and oral examinations). The courses tend to be enrolled at or near the enrollment cap.

D. Student Evaluations - Quantitative

I have included all of my teaching evaluations in this portfolio (see Portfolio Section C). In this section, I will present quantitative tables for Overall Course, Overall Professor, and the five Scales that summarize sections of the quantitative evaluations. In Section 1-E, I will provide what I view as the recurring themes in student qualitative evaluations.

Overall, both my courses and my teaching are viewed positively in student evaluations. I have plotted the quantitative ratings for Overall Course (Figure 1) and Overall Professor (Figure 2) as a function of the 13 courses I have taught at Rollins. Courses are sorted alphabetically and chronologically. For reference, a star (★) shows the college-wide semester mean for that question. Also for ease of comparison, the average rating across all 13 of my courses is plotted (gray bar) relative to a weighted mean from the whole college (average of the semester means for Spring, 2006 – Fall, 2009 weighted by the number of courses I taught in each term).

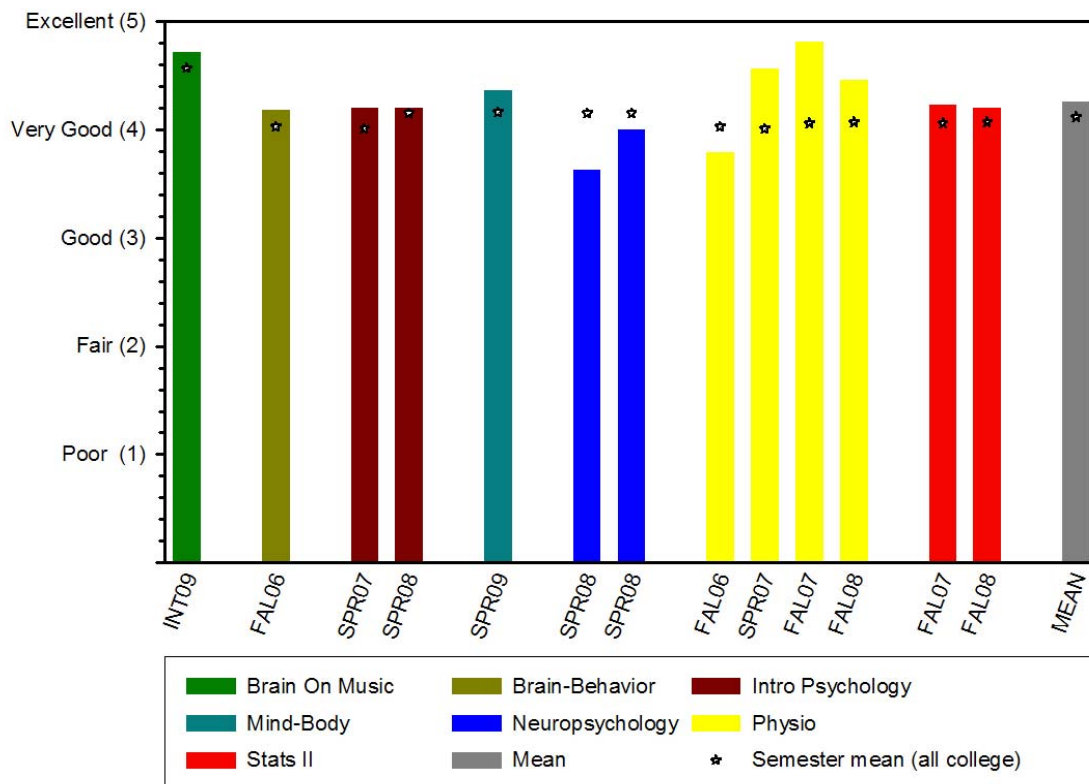


Figure 1. Overall Course ratings as a function of course sorted alphabetically and chronologically. Stars indicate all-college semester means for comparison.

With a couple of exceptions, the Overall Course student evaluations rank higher than the already outstanding averages established college-wide. Exceptions are the first iteration of Physiological Psychology (which has since achieved very strong student evaluations) and the first iterations of Neuropsychology (two sections taught in Spring, 2008).

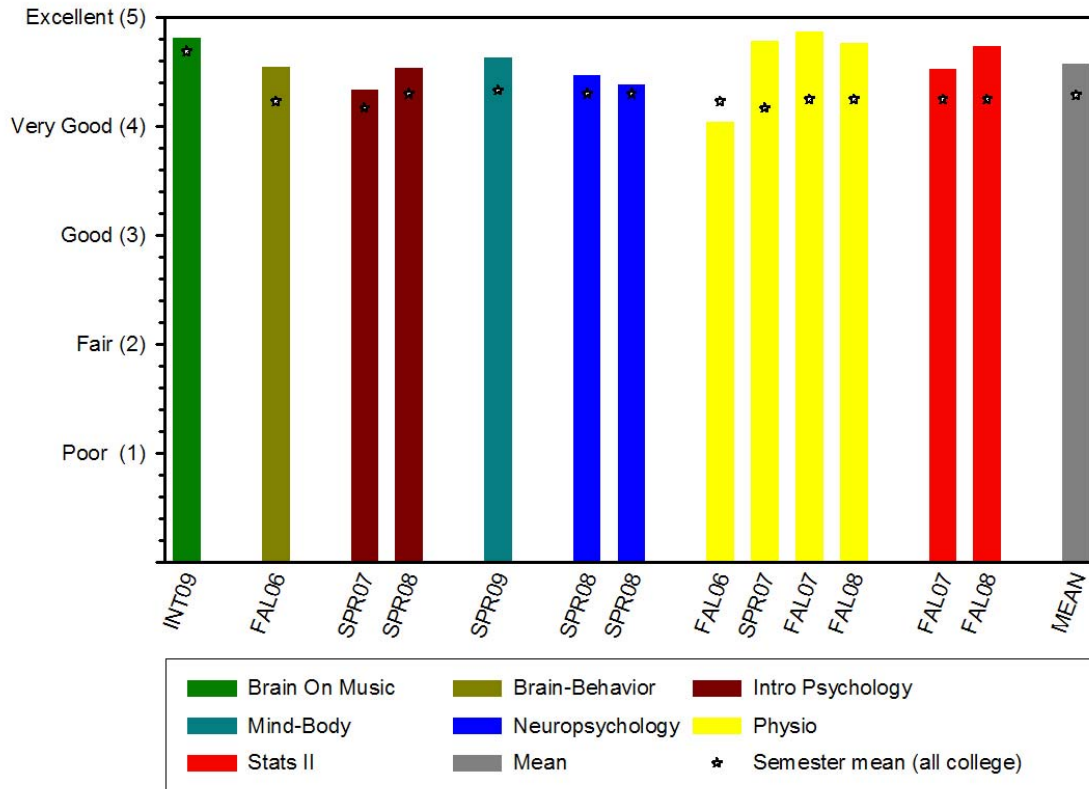


Figure 2. Overall Professor ratings as a function of course sorted alphabetically and chronologically. Stars indicate all-college semester means for comparison.

Similarly, despite the very high standards set at Rollins College, only one of my 13 courses have had an Overall Professor rating below the college average, and that was the first iteration of Physiological Psychology (which has since seen some of my strongest student evaluations).

Certainly, there are dangers in reading too much into quantitative evaluations. The distribution of responses is highly negatively skewed, the sample size per class can be small, and the extent to which the students take the qualitative labels seriously (e.g., Very Good to Excellent) is difficult to estimate. I find two observations particularly satisfying: one, the quantitative evaluations tend to match the qualitative evaluations, and two, over the three year period my courses exhibit relatively low variability in ratings and are consistently above the all-college average. I take the consistently-high averages of the whole college (e.g., an Overall Professor average of 4.33 in the Spring of 2009) to indicate that the Rollins faculty are *outstanding teachers*, and that for me to

make a convincing tenure case, I would have to argue that I belong on a faculty of outstanding teachers. It would therefore be a considerable honor to have my colleagues' confidence that I belong on the Rollins College faculty. I would argue that the quantitative evaluations are consistent with that conclusion.

Additional information can be gleaned from looking not simply at average ratings but at percentile ranks. In negatively skewed distributions, the median score can be considerably higher than the mean score, so demonstrating that my Overall Course and Overall Professor ratings are above average does not necessarily indicate that they are in the upper 50 percent of scores. Below, I have tabulated my Overall Course and Overall Professor ratings and this time have indicated scores that are below the 25th percentile or above the 75th percentile (Table 1).

Table 1. Overall Course and Overall Professor Ratings

Term	Course	Sec.	Overall	
			Course	Professor
INT09	Brain on Music	1	4.71	4.81
SPR09	Mind-Body	1	4.36	4.63
FAL08	Physio	1	4.46	4.76
FAL08	Stats II	2	4.20	4.73
SPR08	Intro	1	4.20	4.53
SPR08	Neuro	1	3.63	4.47
SPR08	Neuro	2	4.00	4.38
FAL07	Physio	1	4.81	4.87
FAL07	Stats II	2	4.23	4.52
SPR07	Intro	2	4.20	4.33
SPR07	Physio	1	4.56	4.78
FAL06	Brain-Behavior	1	4.18	4.54
FAL06	Physio	1	3.79	4.04
Mean			4.26	4.57
SD			0.34	0.23
Median			4.20	4.54
Maximum			4.81	4.87
Minimum			3.63	4.04

Note: ratings in blue indicate lower than the 25th percentile; ratings in red indicate better than the 75th percentile. In all, 7 of the 26 scores are below the 50th percentile; 19 of the 26 scores are above it. No score was below the 10th percentile.

Of the 26 scores tabulated, one is below the 25th percentile (Overall Course, Neuropsychology, Spring 2008, Section 1; 14th percentile), 19 are in the heart of the

distribution (25th – 75th percentile), and 6 are in the 75th percentile. In fact, only 7 of the 26 ratings are below the 50th percentile, whereas 19 of these ratings are above it.

It is difficult for me to believe that there is much difference between falling in, say, the 35th percentile versus the 65th percentile in such a skewed distribution, but I do believe that this pattern of the quantitative evaluations (c.f., Figures 1-2 and Table 1) provides evidence of “teaching excellence” – a phrase used in the Bylaws to describe the standard by which tenure candidates must be judged.

A more microscopic view of the student evaluations comes from examining ratings on the five subscales: Teaching Effectiveness, (Student) Engagement, Caring & Concern, Organization, and Outcomes. I have tabulated these averages for all 13 courses in Table 2, again highlighting scores falling below the 25th percentile (in blue) and those falling in better than the 75th percentile (in red).

Table 2. Average Subscale Scores

Term	Course	Sec.	Teaching	Engagement	Caring	Organization	Outcomes
INT09	Brain on Music	1	4.79	4.53	4.75	4.73	4.64
SPR09	Mind-Body	1	4.70	4.07	4.67	4.48	4.28
FAL08	Physio	1	4.80	4.35	4.85	4.60	4.56
FAL08	Stats II	2	4.59	4.16	4.79	4.56	4.43
SPR08	Intro	1	4.53	3.98	4.56	4.24	4.26
SPR08	Neuro	1	4.53	3.77	4.67	3.91	4.07
SPR08	Neuro	2	4.53	4.04	4.73	4.19	4.40
FAL07	Physio	1	4.80	4.48	4.92	4.82	4.73
FAL07	Stats II	2	4.41	3.85	4.66	4.44	4.20
SPR07	Intro	2	4.37	4.00	4.45	4.15	4.16
SPR07	Physio	1	4.79	4.27	4.84	4.61	4.58
FAL06	Brain-Behavior	1	4.56	4.10	4.60	4.40	4.31
FAL06	Physio	1	4.16	4.01	4.60	4.08	4.12
		Mean	4.58	4.12	4.70	4.40	4.36
		SD	0.20	0.23	0.13	0.27	0.21
		Median	4.56	4.07	4.67	4.44	4.31
		Maximum	4.80	4.53	4.92	4.82	4.73
		Minimum	4.16	3.77	4.45	3.91	4.07

Note: ratings in blue indicate lower than the 25th percentile; ratings in red indicate better than the 75th percentile. No score was below the 10th percentile.

Some general trends are apparent. First, only 5 of the 65 scores fall in the lower quartile, whereas 12 of the 65 scores fall in the upper quartile. Second, students evaluate my Teaching Effectiveness and Caring & Concern particularly high. Of the subscales, the rating for Engagement tends to be the lowest, with a median rating

across the 13 courses as “just” 4.07, though still only 2 of the 13 Engagement subscale averages were in the lower quartile across the college. Please see Section I-F for an analysis of these patterns.

E. Student Evaluations - Qualitative

It is not particularly easy to summarize qualitative evaluations, and it may not be particularly necessary, since all of them are provided in Portfolio Section C. They are difficult to summarize in part because I have no standard of comparison – not knowing the qualitative comments my colleagues routinely see, I don’t know whether mine are strong or average (though I am confident they aren’t, as a rule, weak or troubling). I have found my qualitative evaluations to be reinforcing. I believe it is true that I receive far more substantive positive comments than substantive negative comments. Most of the negative comments that I receive I generally agree with. My negative comments come in two types: one, comments that I see with such frequency that it causes me to institute major changes (e.g., lack of grading feedback in Neuropsychology), and two, comments I see infrequently or that contradict other student comments (you go too fast/you go too slow) that cause me to broaden my teaching approach to better reflect the variety of student expectations and capabilities that exist. As just one example, many students comment favorably on the fact that I generally do not use Power Point presentations in my lectures, but a minority then had trouble understanding the structure of my lectures. The change was to continue lecturing (predominantly) without Power Point, but to put all of my lecture notes on Blackboard and to make a conscious effort to provide as many review materials and as much guidance as I can. (More recent evaluations, which comment favorably on the “organization” of my courses, reflect very positively on these changes.)

The most consistent positive comments are that I am an enthusiastic and passionate professor who loves his subject matter, that I am deeply knowledgeable in the areas that I teach, and that I am available, respectful, and care sincerely about my students’ success. As I described in my mid-course review professional statement, I am particularly gratified when students recognize that I try to treat everyone as an adult with adult responsibilities, but that this does not mean I will not make every effort to help a student achieve their goals in my classroom.

I have extracted some student comments for commentary over the next two pages (Table 3 and Table 4). In Section 1-F, I will analyze the student evaluations in conjunction with my own self-evaluation of my teaching.

Table 3. Selected Student Feedback (Positive) – Since Spring, 2008

The major strengths were how well he listened to and bantered with the students. He made the class fun. I felt less like I was being lectured to for four hours and more like I was part of an interactive class. He was enthusiastic and fun.¹

He's very fun(ny) – explained complex material to us really well, and WITHOUT sounding like he felt he deserved a medal for it (very cool).²

Strengths: making learning interesting, clearly loves his job and his area of expertise, treats us all as adults with a generous capacity to learn difficult materials.²

Dr. St. John STILL has the best syllabi for his courses ever. Thank you so much for making good syllabi. Grades were returned within a couple of days.²

I LOVED THIS CLASS!!!! Keep doing it!²

Dr. St. John did an amazing job of simplifying the complex subjects during his lectures. That helped SO much.³

I really enjoyed this class, not because of the material but rather due to the professor. I found him to be an extremely effective instructor who genuinely wants his students to succeed.³

I enjoyed this class very much, while it was my hardest class it was at the same time my favorite class.³

Best professor I've had at this school.³

Strengths – very knowledgeable in all aspects of psychology, very fair in grading, challenging but not impossible work.⁴

Dr. St. John treats his students like adults who are in his class to learn the material, which is something I appreciate very much.⁴

He was the most prepared college professor I ever had! He was very tolerant and available.⁴

After two semesters of Stats & Research Methods courses, I can now honestly say that I believe that Psychology is a science and have respect for it as a science. Dr. St. John was instrumental in me reaching this conclusion and I thank him for it.⁴

St. John's enthusiasm about the topic and respect for us as students really made this course enjoyable.⁵

The professor was very fair when it came to grades, and was very willing to provide extra help outside of the classroom.⁵

Strengths: encouraging of students, easily relates to students, wants them to do their best. I believe he is respected because he is so personable. He also seemed to always be looking to present the material in interesting ways.⁵

Generally entertaining. Professor was always available before class and usually easy to find around the Psychology department. Class was different every day.⁶

This is a class that I would tell others to take and it really did change the way that I look at the world. Thanks Dr. St. John.⁶

The teacher was SO nice and always available outside of class to further discuss topics addressed in class and also expand the students' understanding of course policies, goals, and assignments.⁷

The professor is enthusiastic about the topic. He is very knowledgeable in the field. He allows students to discuss their ideas and share opinions that may not align with his own. He treats students with respect and is fair. He genuinely wants his students to succeed and makes sure that everyone has a common understanding of difficult topics that came up in class.⁷

Footnotes: same as in Table 4.

Table 4. Selected Student Feedback (Negative) – Since Spring, 2008

Less focus on rock 'n' roll and more of a variety on the music played in class.¹ (*This was a common complaint for this course, though it reflected the prejudices of the text as well.*)

His major weaknesses would have to be that he lectured a lot exactly as the book did and I felt some of it was redundant.¹ (*Though I also received: The book was barely covered in the course, and I would have enjoyed to discuss more of the book than listening to songs.*¹)

More accountability for the readings.²

If there was a attendance policy I feel as though I would have had more incentive going...⁵

There was no attendance policy in this class so a lot of time the class was only half full.⁶

(*In my "treat the students as adults" philosophy, I tend to avoid directly enforcing what I believe the students should see as their responsibility: attendance and preparation. Obviously, these are indirectly reinforced because poor attendance and poor preparation will negatively effect test and paper performance. Although these comments are drawn from three different courses, this philosophy had the most negative impact on Neuropsychology, particularly one section. See Section 1-E, Analysis, below.*)

...sometimes there were a lot of readings at once and it was hard to give them each enough attention.²

There were too many assigned readings...⁶

A lot of reading was assigned for some classed.⁶

(*Students will always complain about workload, but in all of my conference-style classes to date, I've been forced to agree with them on a subset of the days where I just over-reached. I think this adjustment will be easy to make with more experience with particular courses and articles. I could also have excerpted the not-as-common but not uncommon concern that some of the articles were just too difficult. Again, repeated iterations of courses will allow me to prophylactically provide reading guides for especially difficult articles.*)

Not enough grades.⁶

I must say that I loathed the grading in this class.⁶

THERE WERE NO ASSIGNMENTS!⁶

Students have no idea where they stand in terms of grades and the course could be greatly improved if that was changed.⁷

(*This was, in retrospect, a huge problem in Neuropsychology. It happened to bother one section much more than the other, but I think it was a structural mistake in both classes. This feedback definitely impacted how I structured The Mind Body Problem in Spring, 2009, and even the Brain On Music intersession course.*)

...sometimes he would "take the wheel" so to speak in discussion a little prematurely.²

(*This is an excellent observation. I also got, probably far more, comments asking me to lecture more than I do in my discussion classes. Striking the right balance in the conference courses is an art that I HOPE I can develop over my career. It is a great challenge.*)

I never knew exactly what was important and what we needed to take from the articles.⁶

Dr. St. John LOVES to chomp on gum while lecturing.³ (*This may seem like a silly one to quote here, but it has shown up more than once and honestly, it is something I have resolved never to do again as a result of the student feedback.*)

Footnotes (apply to Tables 3 and 4)

¹ This Is Your Brain On Music, PSY 205B, Intersession, 2009

² The Mind-Body Problem, PSY 315B, Spring, 2009

³ Physiological Psychology, PSY 326, Fall, 2008

⁴ Statistics and Research Methods II, PSY 361-2, Fall, 2008

⁵ Introduction to Psychology, PSY 101-1, Spring, 2008

⁶ Neuropsychology, PSY 324-1, Spring, 2008

⁷ Neuropsychology, PSY 324-2, Spring, 2008

F. Student Evaluations – Analysis

There is for the most part considerable consistency in student quantitative evaluations, student qualitative evaluations, and my self-evaluation of my teaching. My strengths as a professor would seem to be that I am very organized, am able to make lectures entertaining, am knowledgeable in my field, create a positive classroom environment using humor, treat students as adults, tolerate different points of view, am seen as very available and approachable, and grade fairly and promptly. What I do not do as well at times is maintain student interest and engagement particularly in my conference-style discussion classes, fail to make crystal clear “what the students should know,” assign too much reading or reading that is too difficult, and in some classes do not impose enough structure on grading so that the students feel uneasy about their status. On this last point, the specific mistakes I have made are: 1) leaving too much of the graded material until the end, 2) using “participation” categories in discussion classes without enough feedback on whether individuals are meeting my expectations, and 3) not providing enough structure on paper and presentation assignments to give all students the guidance they are looking for (though this stands in contrast somewhat to students who comment appreciatively on the freedom they have to pursue their interests and my availability outside of class to provide help.)

These deficiencies were especially clear in my Neuropsychology class, and they showed up most strongly in the quantitative evaluations in the subscales of “Engagement” and “Organization” (particularly the Grading question). First, I do want to note a couple of positive signs about the evaluations of these courses. One, despite having the same syllabus, there was a fairly sizable difference in how the two sections rated this course (i.e., Section 1 had quantitative ratings in the lower quartile in several categories whereas Section 2 did not, see Tables 1 and 2). Two, even the section that gave the Overall Course and certain subscales a low rating, the ratings for Overall Professor, Teaching Effectiveness and Caring & Concern remained at the level I’m used to in more successful courses. The latter observation leads me to believe that addressing the structural issues in the course may in fact largely remedy the problems we encountered.

The Mind-Body problem was designed very similarly to Neuropsychology. It was driven by student discussion of very challenging primary journal articles. However, in this course I provided more up-front information about the articles we would read, and I had several early short writing assignments to improve student engagement and provide many opportunities for the students to know where they stood. Similarly, in my intersession course (This Is Your Brain On Music), students had a daily writing assignment and also had to e-mail me a song every day that fit the topic we were talking

about on that day. Although that course was pass-fail and so didn't have the same necessity for feedback on grades as a typical semester course, it was structured with the feedback from Neuropsychology in mind. That feedback spurred me to find additional ways to ramp up the student engagement and provide the students with an "anchor" to the things we would be discussing in class that day.

A second issue with Neuropsychology involved the difficulty of the articles, the number of the articles, and the dynamics of the discussion. One of my sections (PSY 324-2) for the most part felt that the discussions were stimulating and useful, which the other (PSY 324-1) generally felt like they didn't know what the take-home messages were. (Of course, there were students in both positions in both sections, but there was a definite asymmetry.) Certainly some of this was my fault at the outset – I made the "rookie mistake" of teaching a new class and 1) wanting to cover too much, and 2) being unsure if we'd "have enough to talk about" in a 1 hour, 15 minute class if I only assigned a couple of articles. I think I made the same "rookie mistake" in my first iteration of *The Mind-Body Problem*, but there was some "savings" from having taught Neuropsychology, and so the problem was less acute in that class. This may sound a bit facile, but I do believe that simply having been through these courses once will allow me to better plan the syllabus the next time around, and also to anticipate the range of difficulties that might occur (for example, having had one section of Neuropsychology in which the dynamics were generally positive, and a second simultaneous section in which the dynamics were generally negative).

Naturally, in preparing this "tenure case", I don't want to dwell too much on negative student evaluations, in part because I believe that I am generally viewed as an effective teacher who provides meaningful and impactful courses, and also because I believe that all of my courses have been largely successful. On the other hand, it would be very misleading to give the impression, in this document, that I am satisfied with the teacher I am today or the dynamics of the courses I have taught. I don't think teaching perfection is ever possible – I've received too many conflicting comments from students (you go too fast/you go too slow/I didn't feel challenged/This was the hardest course I've ever had) to fall prey to the fantasy that you can please all of the people all of the time. But what I do believe, like a good psychologist, is that every time I teach I gain a little more information – not just about what is Good or Bad about what I'm doing, but why this thing was good for that student and bad for that other student, or why this was good with this group of 12 students and that same thing was bad for this other group of 16 students. Or even things like: why ignoring that student comment would be the best thing I could do, or taking this student's comment seriously – even though it was the only one of its type – is critical. So in fact I think I am a long way from being satisfied

with myself as a college professor – but I do feel that I am developing in the right direction.

II. Research and Scholarship

A. Requirements

Rollins College Bylaws

We expect the candidate to demonstrate scholarly accomplishment, as well as ongoing intellectual activity directed toward making a contribution to his or her fields(s), and/or toward the extension or deepening of intellectual competence.... Accomplishments in this area may be demonstrated, as appropriate, by the following: scholarly writings submitted for review by one's peers and accepted for publication, presentation of papers at professional meetings, creation of art or performance, serving as a session organizer or discussant at professional conferences, participation in scholarly activities such as seminars in which written scholarly work is required, service as a referee or reviewer for professional journals and/or publishers or professional conferences, invited lectures and performances, the receipt of grants or fellowships from which scholarly writing is expected, public performance, and the publication of journal articles or books. These activities must represent a pattern of professional development, suggesting intellectual and scholarly life that will continue after the awarding of tenure or promotion.

Department of Psychology Criteria

Research, writing, publications, performance, and scholarly activities. Published Scholarly Works - For Tenure a faculty member must have at least one scholarly book or article in refereed or professionally supported journals, or have such an article which has been peer reviewed and approved. For promotion to Full Professor, one additional published work is required.

A faculty member must also have active pursuits in two of the following three categories:

1. Research and Scholarly Work in Progress - A faculty member has pending or currently holds a grant or award which funds ongoing research, or can present a data bank as evidence of ongoing data collection or analysis, or can submit "manuscript in preparation" intended for delivery at professional meetings and/or journal publication.
2. Scholarly Writing, Research Papers, Formal Presentations, and/or Publications Derived from the Delivery of Educationally Relevant Professional Services - Faculty are professionally active in the delivery of clinical, consulting, industrial or similar services which support their currency and relevance in the specialty for which they carry teaching responsibilities.
3. Professional Meetings, Papers, Workshops, and Organizations - Faculty are consistently active in professional organizations serving the advancement of knowledge and/or professional skill development. This includes delivering papers at professional meetings, participating in journal reviews, sponsoring workshops in their area of expertise, and participation in professional organizations through involvement in training programs and/or administration.

A faculty member must fulfill two of the above categories (1,2,3) on a continuing basis for the entire period of employment at Rollins College.

B. Evidence of Meeting These Requirements

The Rollins College Bylaws provide a list of various means of demonstrating excellent scholarship. My vita (Portfolio Section A) attests to the fact that I have engaged in all of the activities that apply to my field (i.e., "public performance" is not relevant to my field). These include:

"scholarly writings" – Since 2006, I have published two peer-reviewed academically oriented chapters. These were invited chapters, an indication that I am viewed as an expert within my research area. One of these was on a fairly narrow topic (animal behavioral approaches to understanding the taste system), but the other was on a broad topic (the taste system in a textbook for medical students).

"presentation... at professional meetings" – Since 2006, I have co-authored 4 presentations at 4 different meetings. The most recent presentation included two Rollins graduates as co-authors.

"serving as session organizer or discussant" – For the past 3 years I have served as a panelist on a professional skills retreat at the University of Miami, and from 2006-

2008 I served as a member of the Program Committee for the Association of Chemoreception Sciences Annual Meeting which included chairing a session of talks and organizing symposia.

“service as a referee or reviewer” – I have been a frequent reviewer for the journals *Chemical Senses* and *Physiology & Behavior*, and an occasional reviewer for *American Journal of Physiology*, *Brain Research*, and *Behavioral Neuroscience* since 2006. In my career I also have contributed reviews for other journals, granting agencies, and textbook publishers. In addition, in my role on the Program Committee of the Association for Chemoreception Sciences Meeting, I reviewed a subset of the submitted abstracts for 3 consecutive years.

“invited lectures” – Since 2006 I have given two invited talks, one at a biotech company (Redpoint Bio) and one at Wofford College as part of their Neuroscience Lecture Series. I have been contacted about a potential talk in 2009-2010 at Brandeis University.

“the receipt of grants” – During my first year at Rollins College I was funded under a National Institutes of Health \$150,000, 3-year grant; because Rollins did not have a recent history with NIH, the transfer of this grant prompted Rollins to complete Assurances with NIH making future grants possible. In 2008, my student Danielle Martin and I were funded by the Student-Faculty Collaborative Scholarship Program.

“the publication of journal articles” – Since 2006 I have published two peer-reviewed journal articles, bringing my Rollins total (in 3 years) of peer-reviewed publications and book chapters to 4, and my overall totals to: 3 chapters, 2 peer-reviewed review articles, 23 peer-reviewed research journal articles, and 31 (largely peer-screened and abstract published) conference presentations since 1993.

While I believe this provides considerable evidence (over just a three-year period) of active scholarly engagement at a high level, the most important stipulation of the requirements for tenure may very well be this one: “These activities must represent a pattern of professional development, suggesting intellectual and scholarly life that will continue after the awarding of tenure or promotion.” From a professional development standpoint, I note that the trajectory of my career began in an admittedly very productive laboratory in graduate school, followed by a 4-year post-doc with David Smith, a leader in our field. Since leaving those mentors, however, I have: 1) obtained extramural funding for my independent work, 2) forged collaborations (e.g., with J.P. Baird, John Boughter, and Steve Roper) on topics distinct from those of my early advisors, 3) been recognized as an expert in my field leading to book chapters, invited presentations, requests for review work, and program committee work, 4) published

work with undergraduates in my own laboratory (journal articles from Reed College and a conference presentation from Rollins College), and 5) have ample data collected which should lead to future publications. In short, I believe my record shows that I have transitioned into an independent Principal Investigator capable of continuing scholarly work alongside undergraduates at Rollins College, remaining both relevant to my scholarly field and true to my primary mission educating undergraduates at a liberal arts school.

With regard to the Department of Psychology Criteria, I have met the stated publication requirements for both tenure (1) and full Professor (2) with my 4 publications since 2006. Although I don't expect special consideration for this, I would like to iterate that these requirements were undoubtedly written with the expectation of 6 years of work prior to the tenure evaluation, and even more years for consideration of promotion to Full Professor. I have been an Assistant or Associate Professor for 8 years (at Reed College and Rollins College), and since 2001 I have produced 11 publications. This might be relevant in considering whether or not I am likely to continue engaging in scholarly activity in the future – over 8 years, including the last 3 at Rollins, I have published at a rate *greater than one publication per year*, and frankly I cannot envision discontinuing engagement in such scholarly work.

The Department of Psychology also requires evidence in 2 of 3 categories of ongoing scholarly work. Portfolio Section F contains manuscripts in preparation, experimental protocols of Institutional Animal Care and Use Committee approved laboratory work completed or underway this summer, and undergraduate honors theses being considered as part of future publications. These, along with my presentations at conferences, addresses the “ongoing work” requirement of the Department of Psychology.

C. Role of Scholarship In Good Teaching

The Rollins College Bylaws make a very interesting statement about scholarship:

The education of students is the primary mission of Rollins College.... Rollins values teaching excellence above all. We see scholarship and service as concomitant to good teaching. We expect candidates for tenure and promotion to demonstrate scholarly interests and give evidence of an active scholarly life.

I am in complete agreement with this philosophical declaration. There are several examples in my own experience that I can draw on. For example, I am actively

engaged in the Association for Chemoreception Sciences, serving on the Program Committee and attending its annual meeting for the majority of the years (i.e., since 1993) that I have been a member of the society. One wonderful thing about this society is that it is problem-oriented, not technique or field oriented. Through this society, I have heard talks from and made professional connections with scientists engaged in a huge variety of techniques and approaches, whose academic home might be in any number of academic departments. In other words, I learn from clinicians, psychologists, molecular biologists, animal ecologists, epidemiologists, neurophysiologists, anatomists, computer programmers, and biophysicists. I believe that when students comment that I'm "SO frickin' smart" (I happen to remember that one!), it is because, through engagement with my scholarly community, I have obtained at least a general understanding of a wide variety of approaches, techniques, and literatures.

Obviously a second benefit of that kind of engagement is in advising students. One of the interesting things I have done in the previous two years (and will do again this June), is take part in a Careers Panel at the University of Miami. Each summer, their biomedically-oriented graduate students and post-docs participate in a workshop covering a range of career-related topics. Our panel is a question-and-answer session regarding possible career trajectories, and I have served to represent the primarily-teaching academic institution perspective. But the panel also has had representation from high school teachers, community college teachers, college administrators, primarily-research academic institutions, small biotech companies, and large biotech companies. As you would expect, this is an education not only for the students, but for myself as well. I had the opportunity to do this because a colleague of mine at the University of Miami – a biophysicist – approached me at an AChemS meeting and asked if I would participate. So the engagement in scholarly work led to an invitation to serve on a panel which led to a learning experience that I could bring back to inform my academic and career advising at Rollins College.

The most obvious synergy between teaching and scholarship, though, would be in providing opportunities for Rollins undergraduates to get involved in my research. I know how impactful such an experience can be – after all, the reason I'm sitting here in an office making a case for tenure is because in 1991, as a first semester college junior, I started working on research in the laboratory of my undergraduate Psychology professor. In order to provide those opportunities to my students, I have shifted my research program slightly to focus more heavily on the animal behavior questions, as these can readily involve undergraduates. In 3 years, I have advised 3 undergraduate honors theses at Rollins College: Erin Kraukopf, Anya Marshall, and Danielle Martin. I have never taken a summer off; this summer another student, Shairra Meghjee and I

will be doing experimental work despite the inconvenience of renovations underway in our animal colony (see Portfolio Section F). Although I am not opposed at all to advising theses removed from my research program (as were many of the Reed College theses that I advised, see Portfolio Section A), thus far the students have engaged in projects closely related to my work. Erin and Danielle studied the taste-based behavior of genetically-modified mice, work which is part of a new collaboration of mine with the neuroscientist Steve Roper at the University of Miami, and Anya and Shakirra studied rats' perception of salt in animals temporarily deprived of salt, work which is part of a long-standing research interest of mine and which is related to my previous NIH grant. For the students, the advantages of working in my area of expertise provides considerable benefits, including the significant possibility of publication and/or presentation of their work. In addition, it provides me with ample specifics when composing letters of recommendation (Erin is headed to graduate school and Anya to Physician Assistant School; they join a longer list of students from Reed College who worked in my laboratory and went on to careers in neuroscience or medicine). The benefit to me, obviously, is that their labor and intellectual contributions enhance and advance my research program.

III. Service

A. Requirements

Rollins College Bylaws

We expect every faculty member to make a contribution to the College and community beyond the classroom and beyond his or her research efforts. Contribution to the College community beyond the classroom should include, for example, such services as participation in College committees, involvement in student activities, effectiveness and cooperation in departmental and inter-departmental programs, active and effective participation in the cultural and intellectual life of the College, and service in the outside community. Development of academic, curricular, and other programs that enrich the life of the College can weigh heavily in considering a candidate's College service.

The commitment to advising (students, organizations, programs) can also be seriously considered in evaluating a candidate's College service. Student advising includes not only accepting a reasonable number of advisees, consistent with the candidate's other responsibilities, and

making oneself available to students outside of the class on a regular basis, but also interacting with students outside of class regarding issues and interests in the courses a candidate teaches and discussing with advisees their overall academic program, course selection, and career concerns.

Departments of Psychology Criteria

A. Advising

Faculty members are responsible for providing academic counseling for students assigned to them.... Advisors are expected to have knowledge of Rollins curriculum requirements and academic support services, to be familiar with appropriate graduate programs, and to be reasonably available for consultation with their advisees.

B. ...(M)embers of the department will be expected to maintain accessibility and availability to both students and the faculty, and to generate new activities of relevance to the Psychology Department.

C. Professional Society Activity. Including holding offices or committee appointments, program development, and workshop participation, etc.

B. *Response to Mid-Course Review*

In my mid-course review, both the Candidate Evaluation Committee and Faculty Evaluation Committee (FEC) in general wrote positively about my progress in the areas of teaching and research (see Portfolio Section H). These committees also noted several contributions in the area of service, while at the same time suggesting that of the three evaluation domains (teaching, research, and service), my progress in the area of service was the least mature. Following my mid-course review, therefore, I proposed to the department and the FEC four ways in which I might increase my collegial service:

1. Advise the Psychology Honor Society for an additional year
2. Update the Psychology website in both content and appearance
3. Publish an electronic departmental newsletter
4. Run for, and hopefully serve on, a standing committee

Although I did in fact fail in election to the Finances and Services Committee, the President of the Faculty, Donald Davison, asked me to fill a vacant slot on the Academic Affairs Committee (AAC). I am currently in the middle of that two-year term. In addition to this committee work, I successfully followed through on the other three

proposed initiatives. As described in the next section, in addition to these new contributions I have also renovated the Child Development Center website and begun to organize a renovation of the AAC website, served on a very active subcommittee of AAC (the New Course Subcommittee), coordinated with Kevin Miraglia the purchase and installation of a \$90,000 worth of new equipment for the Johnson Center Animal Colony, and participated in the Student-Faculty Collaborative Research Scholarship Program. In addition, I was actively engaged with my colleagues in redesigning the Psychology major and minor maps; discussions which followed the recent external program review. These and other service are described below.

C. Evidence of Service Contributions

The Rollins College Bylaws provide several ways in which candidates can demonstrate contributions to the College and the community. Despite the handicap of having been on campus for only 3 years, I have enjoyed contributing to the life of the college in several of these domains:

“participation in College committees” – To date, I have served on the Institutional Animal Care and Use Committee (IACUC), informally on the New Science Building Workshop Group, the Rollins College Colloquy Team (specifically with regard to Steven Pinker’s visit), AAC, and the New Course Subcommittee of AAC. A few more words are relevant in a couple of cases:

Although technically not a standing committee, IACUC is an absolutely critical committee in the life of the college. All vertebrate animal research must first be approved by IACUC. The Rollins IACUC has accepted as its purview both scientific research and classroom laboratory exercises. Thus, all animal protocols (typically in Psychology and Biology classrooms) is vetted in IACUC, as is virtually all of the work I do in my own research. IACUC meets three times a year at minimum, inspects all animal facilities with the college veterinarian, vets new classroom and research protocols, and prepares semi-annual reports for the National Institutes of Health.

Service on AAC has been intense, but has been an incredibly useful introduction to the college for me. In addition to the weekly committee meetings, I served on the New Course Subcommittee, which met with unusual regularity this year in part because the subcommittee has been actively involved in Hamilton Holt course review, something that had apparently not been attended to for some years. One of my particular contributions to that subcommittee was revising the New Course Proposal Form to make it easier for faculty to use and also more convenient for the committee to evaluate (see Portfolio Section G). The new form is now fillable and savable using the Adobe Acrobat program, greatly simplifying filling out the form and also ensuring that all

submitted forms will look the same (e.g., the old Word document allowed users to modify the basic structure of the form, often by accident, in terms of font style and placement of answers, and also meant that differing lengths of answers led to different length forms for different submissions, making locating information tedious and reviewing the forms time-consuming). Late in the year I also proposed a website renovation for AAC to again improve its utility for both the faculty at large and the committee in particular. The detailed proposal was met with enthusiasm and I anticipate that I will complete that work next year.

“involvement in student activities” – I served as advisor to Psi Chi, the Psychology Honor Society, from 2007-2009. In 2007, Psi Chi and the Psychology Club were merged into one organization.

“effectiveness and cooperation in departmental and inter-departmental programs” – Over the past two years, the Psychology Department has been involved in program-study. In 2007-2008, Psychology was the first academic department in some time to participate in an external program review, and in 2008-2009, made substantial progress in reviewing and improving its curriculum. My own role in this process has not been exceptional; such serious external and internal review obviously requires the participation and cooperation of everyone. I believe my contributions to the process have been, however, substantive and welcome. I also believe that the education I have received from this process (and from discussing departmental curricula in AAC from departments throughout the college) has been invaluable in my progress from newer faculty member to active participant in the citizenship of the college.

I have had less opportunity to engage in “inter-departmental” programs, though recently, two of my courses were included as electives in the revision to the Biochemistry and Molecular Biology curriculum. This prompted me to sit in on Darren Stoub’s Biochemistry /Molecular Biology Senior Seminar in Spring, 2009. I also participated in the Student-Faculty Collaborative Scholarship Program in the summer of 2008.

“active and effective participation in the cultural and intellectual life of the College” – Sitting in on the biochemistry class and the summer research program are two examples of participating in the intellectual life of the college. Other examples would be participating in the (eventually unfunded) working group for a Cornell Innovation Grant proposal submitted by Tom Lairson and Ken Taylor entitled *Interdisciplinary Research and Study Group on Complex Systems* and coordinating the Steven Pinker visit to the Rollins College Colloquy with Tom Cook (in which 8-10 faculty met on a few occasions to discuss Pinker’s book *The Blank Slate*). Recognizing the potential similarity between my course The Mind-Body Problem and Tom Cook’s

Philosophy of Mind class, I gave Dr. Cook access to my course's Blackboard site (and he reciprocated). I am quite open to using cross-fertilizations with Philosophy or Biochemistry as a springboard to future interdepartmental programs, team-teaching, or Rollins Plan general education programs in the future.

“service in the outside community” – as noted previously, for three years I have served on a careers panel at the University of Miami as part of their efforts to advise students and post-docs in biomedically-associated fields.

D. Additional Service Contributions

Student advising is also an area of responsibility according to both the Rollins College Bylaws and the Department of Psychology Criteria. I have been the “go-to” advisor within the department for students heading into health-related professions such as physical therapy, medicine, or biomedical research. Currently I have only 8 advisees thanks to graduation and a couple of changes of major, but I have never said “no” to a student’s request for an academic advisor, and my teaching evaluations reflect the extent to which the students appreciate my “open door” policy. I do not differentiate student advising from advising students on coursework in my classes; I view both as equally important aspects of my job.

Over the past year or so, I have begun to recognize that one of my strengths is in written communication, particularly communication that exploits electronic media. One example of that is the revision to the New Course Proposal Form described previously. Another example of that is a renovation of the Psychology Web Site that went online gradually over the last year. Screenshots of the new website are available in Portfolio Section G, and are obviously also available online at <http://tars.rollins.edu/psychology>. (At some point during the period of my tenure review this website will change again. As webmaster of the Psychology Department website, I have been attending workshops regarding the new Rollins website and will soon begin the process of converting the updated website into a format that will conform to the new look of the Rollins site.)

I was recently contacted by Diane Terorde-Doyle of the Child Development and Student Research Center (formerly the Child Development Center, or CDC). She had been wanting for some time to renovate the CDC website and after seeing the Psychology website, asked if I might help her with that. After several meetings, I have recently reached the final stages of the renovation (screenshots available in Portfolio Section G). (At some point during the period of my tenure review, this site will go online at <http://tars.rollins.edu/cdc>, and will also eventually be converted to match the new Rollins website.)

Finally, since the Spring of 2008, I have published an email departmental newsletter called Shrink Rap roughly every month during the academic year (representative screen shots are available in Portfolio Section G). The newsletter has about 400 recipients, and that list may eventually expand to include alumni of the department. The newsletter includes 4-8 short news stories chronicling activities in the Department of Psychology, and also includes several monthly features (video of the month, faculty fact, did you know?, etc.). The purpose of the newsletter is to increase the cohesiveness of our departmental community, alert students to activities and opportunities, and provide positive "PR" regarding the achievements of our students and our faculty. Content is contributed by all members of the department, but usually publication of each edition takes a full day for me. Archives of all issues are available at <http://web65.rollins.edu/~sstjohn/shrinkrap/shrinkrap.htm>.

Although already covered under Research, the Departmental criteria suggest that faculty should be actively engaged in professional societies. Again, I have been a member of the Association for Chemoreception Sciences since 1993 and served on the Program Committee for the Annual Meetings from 2005-2008. An important part of service to my field, also covered in Section II-B, is my service as grant, journal, and textbook reviewer.

Finally, these service contributions have been made in just a three-year period, including a first year in which I did not have advisees and was unknown outside of my department. As a counterpoint to this limited period with which to evaluate my contributions to the college, I note that this continues a long record of service going back to my days at Reed College and the University of Maryland at Baltimore. This service is itemized on my vita, Page 5 (Portfolio Section A).

IV. Summary

Even people who don't know me may know about my office door – it is papered with homages to the University of Florida championship football and basketball teams. I have told students it may be time to re-paper it will homages to Rollins College. I have felt more a part of Rollins College than any other place I've been since the University of Florida. I am very happy to have made the decision to come back to the Southeast, especially to find myself in a department and on a faculty so dedicated to providing an outstanding liberal arts education and improving every aspect of what we do here. I feel a part of that mission and look forward to contributing to it over the many years to come.

This document has summarized my professional development as teacher, researcher, and academic community member. The standards expected of a candidate

for tenure and Full Professor are high, but also acknowledge the diversity of ways that a faculty member can meet those high expectations. I believe that there is evidence of excellence in teaching, scholarship, and service. The remainder of the portfolio collects supporting pieces of information regarding each of these categories.

V. Annotated Contents of the Portfolio

The portfolio contains several sections of supporting information. Tabs and blue title pages demarcate major sections. Subsections are separated by yellow title pages. This appendix serves as a guide to the supporting documents.

Book One

Professional Assessment Statement

Section A: Curriculum vita

Section B: Teaching portfolio

Teaching Award

Introduction to Psychology (PSY 101) description and documents

This Is Your Brain On Music (PSY 205B) description and documents

Brain-Behavior Connection (PSY 221M) description and documents

The Mind-Body Problem (PSY 315B) description and documents

Neuropsychology (PSY 324) description and documents

Physiological Psychology (PSY 326) description and documents

Statistics and Research Methods II (PSY 361) description and documents

Section C: Teaching Evaluations

PSY 315B, Spring, 2009

PSY 205B, Intersession, 2009

PSY 326, Fall, 2008

PSY 361-2, Fall 2008

Semester Summary: Fall, 2008

PSY 101-1, Spring, 2008

PSY 324-1, Spring, 2008

PSY 324-2, Spring, 2008

Semester Summary: Spring, 2008

PSY 326, Fall, 2007
PSY 361, Fall, 2007
Semester Summary: Fall, 2007
PSY 326, Spring 2007
PSY 101, Spring, 2007
Semester Summary: Spring, 2007
PSY 221M, Fall, 2006
PSY 326, Fall, 2006
Semester Summary: Fall, 2006

Book Two

Section D: Publications while at Rollins

Chemical Senses article, 2009
Neuroscience in Medicine, chapter, 2008
The Senses: A Comprehensive Reference, chapter, 2008
Genes, Brain, and Behavior article, 2007

Section E: Publications since 2001

Baird et al. (2005), *Behavioral Neuroscience*
St. John & Hallagan (2005), *Behavioral Neuroscience*
St. John et al. (2005), *Chemical Senses*
St. John & Boughter (2004), *Chemical Senses*
St. John et al. (2003), *Chemical Senses*
Boughter et al. (2002), *Chemical Senses*

Section F: Research and Manuscripts in Progress

Transgenic P2Y₄ knockout mice manuscript
Salt appetite manuscript
Martin & St. John summer research article
Honors Thesis: Erin Krauskopf ('08)
Honors Thesis: Anya Marshall ('08)
Honors Thesis: Danielle Marin ('09)
Evidence of Ongoing Research
IACUC proposals
Laboratory protocols
Excel Data Set

Conference Presentation

Section G: Service Portfolio

- New Course Proposal Form
- Psychology Website
- Child Development Center Website
- Psychology Newsletter
- Thank You Letter: Colloquy
- Mentoring Acknowledgement
- Miller School Of Medicine Careers Panel
- Program Committee Work

Section H: Archive of Previous Evaluations

- Tenure/Promotion Timeline
- First Year Evaluation (Department Letter)
- Mid-Course Review Professional Statement
- Mid-Course Review
 - Departmental Letter
 - FEC Letter
 - Dean of Faculty Letter
- Third Year Evaluation
 - Letter To Department
 - Departmental Letter
- Department of Psychology Promotion and Tenure Requirements