TO: Educational Affairs Committee  
FROM: Barbara Hofer, Chair, Department of Psychology  
DATE: April 11, 2013  
SUBJECT: Request for a Replacement Tenure-Track position in Developmental Psychology

The Department of Psychology requests approval for a tenure-track position with a start date of September 2014. This position would provide us with much-needed expertise in the area of Developmental Psychology, a central aspect of the psychology curriculum, yet one that has been understaffed for several years now. This position would address several important issues for the department:

1. We need this person to teach Child Development, a desirable core course in the developmental area currently taught by adjunct faculty members, as well as upper level developmental courses, which we have not been able to offer in recent years.

2. We are currently unable to provide enough sections of Introductory Psychology and Research Methods from our regular faculty to cover leave years, and again next year will rely on adjuncts, as we did this year. These are two of our three foundational courses, and we prefer for these courses in particular to be taught by tenure-track faculty members familiar with our curriculum and pedagogy. This enhances student learning and creates greater consistency within the curriculum, as well as connects students with continuing faculty members when considering psychology as a major.

3. The department is currently contributing such a significant portion of our faculty resources to the Neuroscience program that we are pressed to meet the needs of psychology majors for research opportunities and senior work. This position would enable us to add a person with research interests in the developmental area, a very strong student interest, to cover this unmet need.

Background: Developmental Psychology

Developmental Psychology is a core area of any psychology curriculum. We offer core courses in Child Development and Adolescence, nearly always filled to capacity and often with long waitlists. (The only exception has been when we were seeking an adjunct and the course instructor was listed as “Staff”.) This is an appealing area to students, as many psychology majors, as well as other Middlebury students, are interested in pursuing careers working with children or are already involved in positions that have led them to seek more of a knowledge base in this area (e.g., local day care supervision, camp counseling, tutoring). This is also a primary area of interest for student research and often there are more students who want to work in this area than we can accommodate, either for research during the regular year or summer, or for senior work or honors theses. Furthermore, both of these core area courses are required for Educational Studies students, with Child Development a requirement of the Elementary Education minor, and Adolescence a requirement of the Secondary Education minor. Thus the developmental psychology area not only serves our majors but also a wide range of students beyond the major.

In order to accommodate both teaching and research needs in this area in the absence of a fulltime developmental psychologist, some of our faculty members trained in other areas have...
filled in, but this is neither ideal nor possible to sustain. For example, Suzanne Gurland, trained as a clinical psychologist, has been willing to teach Child Development based on departmental need, but it is not her area of expertise and teaching this course has kept her from teaching other areas of need and high interest within the clinical realm. The past three years, based on the assumption we would have a fulltime developmental psychologist again (after a hiring in 2010), Suzanne Gurland was finally able to teach a clinically-oriented course at the 300-level, and in the two most recent years she also added a lab to the course, thus filling additional curricular needs. This course provides content that both our faculty and students (as indicated by a recent survey of junior and senior majors) recognize as a need in another key area of the psychology curriculum. This course has filled, with a long waitlist, two years in a row, and we want to sustain it. In addition, Michelle McCauley, trained as an applied psychologist, has supervised some of the students interested in doing research with children because she had an ongoing project on children’s eyewitness memory, but that research is coming to a close as she has moved into conservation psychology as her core area. Most importantly, the use of children as research participants in studies addressing clinical or cognitive psychology issues is not the same as the study of child development, and does not prepare students for graduate work in developmental psychology. Since losing the tenure track line we have not had a single major who went on to do graduate work in this area.

For the past two years we have had adjuncts teach Child Development and will do so again next year, but neither of the people who have taught the course conduct research, advise, or teach upper level courses that build on the entry-level Child Development course. This has also hampered movement into the major as students are being taught a core course by someone with weak connections to the department. We need someone who not only can teach Child Development, but who also can teach upper level developmental courses and a senior seminar in this area as well as supervise student research in the developmental area. It is essentially unheard of for a psychology department, even at schools considerably smaller than Middlebury, to lack a fulltime developmental psychologist.

We have other curricular needs in our required foundation courses that have been problematic to fill in recent years, notably Introductory Psychology and Research Methods, especially when key personnel who regularly teach these courses are on leave. We would expect the developmental person to also teach these two courses. As a College Writing course required for all our majors, the Research Methods course enrolls only 15 students and we typically teach three sections a year of the course. We need an additional person who could staff it as needed so that we will not need to replace this course outside our existing faculty, as we are doing this semester and will do again next fall, in order to cover for faculty members who are on leave. We request a fulltime developmental psychologist to meet these urgent teaching and research needs.

History of the developmental position
The history of this position is that we have had a long period of instability in the role, which has hampered student engagement in this area and has frustrated our majors. We need a tenure track person in the position again to restore the centrality of this area to our department. We had a tenure track position until 2001, but after a failed tenure review we were granted a 3-year position. In 2005-06 we again were granted and filled a tenure track spot. However, the person we hired, Grace Cho, left in 2008 when her spouse was unable to find academic employment in
Vermont. We then managed to staff the teaching needs through part-time contracts, which solved immediate curricular issues but opened up other problems, as we no longer had full-time expertise in child development for senior work and other research projects or for upper level courses, nor were these individuals able to contribute to advising and other departmental responsibilities.

In 2010 we applied again for a tenure track position to begin in 2011-2012 and were approved for a 3-year position. We hired Adela Langrock, who had occupied the position earlier. She was hired to begin full-time in September 2011, but before her first year even began she renegotiated her contract with the college and became a staff member in Institutional Research, and taught only part-time that year. At the end of that year she left the faculty and became a fulltime staff member who did not teach this year and who will not be teaching in the department again.

Once again we have relied on part-time adjuncts to teach Child Development, both last year (2011-2012) and this year (2012-13). This is far from an ideal situation for the students or the department and provides no advising, research supervision, or thesis work in this central area of the curriculum. Nor can these individuals contribute to other departmental responsibilities (e.g., coordinating the thesis seminar, running the lecture series, managing the subject pool, etc.)

Last year we applied again for a tenure-track developmental psychology position and for two additional courses for leave year replacement. We received a one-year appointment to cover all those needs. This means that by next year we will have had six individuals in seven years who have taught Child Development and who needed to be recruited, trained, and mentored, an additional set of burdens on an already busy department.

We are quite eager to fill this pressing need of the curriculum and the department with a fulltime tenure track developmental psychologist in 2014-15.

**Background on the major**
Psychology is consistently a large major at Middlebury College. **As of spring 2013, we have 143 majors and 23 minors.** During the current semester every course we are teaching filled except two, many had waitlists, and most are overenrolled (see Bannerweb). For the past three years nearly all courses were at enrollment capacity - either fully or overenrolled, or within two or three students of their maximum, which is typically the result of student dropping to late to be replaced from the waitlists.

**Contributions to other areas:**
The Psychology Department faculty and curriculum also serve several other areas:
1) The department provides a central portion of the curricular needs of the **Education Studies program**, with 62 **minors as of April 2013 taking a minimum of two psychology courses, and often three or four**, including Introductory Psychology and, if pursuing elementary education, Child Development, or if pursuing secondary education, Adolescence. For students seeking teaching certificates, these courses are mandated by the state of Vermont for licensing. Students often take Educational Psychology, in addition, which is also required for teaching licensure.
2) We recently received approval to offer a **new conservation psychology focus in the Environmental Studies program** beginning next year. Michelle McCauley contributes two courses per year to this program, as well as research and thesis supervision.

3) Our greatest commitment of resources overall is to the interdepartmental **Neuroscience program**, with **99 NSCI majors who take at least five and often six or more psychology courses**. Half of our faculty members are affiliated with neuroscience, which means fewer faculty members are available to work directly in advising and mentoring our own majors. As a result, typically the clinical, developmental, and social faculty members carry a larger load within the department in terms of advising, mentoring, and research supervision of psychology majors (and our social psychologist, Susan Baldridge, has an administrative appointment, and is only .40 FTE). A recent significant change is the addition of an **Introductory Neuroscience course** beginning next fall, team-taught by two faculty members, one from psychology, and the course is projected to serve a minimum of 45 students with multiple sections. Beginning next year we have also added an additional course offering of Physiological Psychology, a required laboratory course, going from 2 to 3 courses per year, in order to meet student need as the neuroscience major grows. This means that our only net gain in Psychology from the recent PSYC/NSCI hire is one statistics course per year.

Thus, in addition to having a large number of majors, the department serves an additional major (NSCI) and a minor (EDST) quite extensively, providing core courses for both programs, and will now also be serving an additional major (ES). We welcome these interdisciplinary connections and our faculty members are excited about the contributions we are making across the curriculum. We are increasingly aware, however, of the pressure this has created in our service to our own majors, and the burden to non-neuroscience and non-ES faculty, four of whom now advise nearly 80 percent of the majors. Coupled with previous first-year seminar advising, two of our faculty members have had in excess of 40 advisees at a time. The absence of a fulltime, tenure-track, developmental psychology position since 2008 has exacerbated this situation.

We have also been unable to fully contribute to the first-year seminar in recent years, as we simply have not had the resources to do so, in spite of the strong interest of our faculty in teaching FYS and the appeal of the courses we have offered in that regard. This year we taught no FYS, and next year we will offer only one. A new position would permit us to return to full contribution in that program, which we very much want to do.

**Departmental size**
The size of the department for the current academic year (2012-13) is **9.3 FTE**, and **8.7** for the next academic year (2013-14). If this position is approved the FTE will be 9.7 for 2014-15 and 10.2 for 2015-16. In recent years our FTE counts have ranged from 9.3 to 10.3, as noted on the chart below. The department requires an FTE count in this range simply to operate at full enrollment with waitlists. This year we are serving 933 students and project we will serve 906 next year. (See chart below for historical and projected counts.)
<table>
<thead>
<tr>
<th>Year</th>
<th>FTE</th>
<th>Students taught</th>
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<tbody>
<tr>
<td>2007-2008</td>
<td>10.3</td>
<td>921</td>
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<tr>
<td>2008-2009</td>
<td>9.3</td>
<td>895</td>
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<td>2009-2010</td>
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<td>2010-2011</td>
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<td>2011-2012</td>
<td>9.7</td>
<td>879</td>
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<tr>
<td>2012-2013</td>
<td>9.3</td>
<td>933</td>
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<td>2013-2014</td>
<td>9.1</td>
<td>906</td>
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<tr>
<td>2014-2015</td>
<td>9.7 with this additional hire</td>
<td>921 projected</td>
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<tr>
<td>2015-2016</td>
<td>10.2 with this additional hire</td>
<td>981 projected</td>
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**Curricular and staffing considerations**

Majors are required to take three foundations course: Introduction to Psychology, Psychological Statistics, and Research Methods. They choose three core courses from the central areas of the discipline, one of which is developmental psychology. In addition they take three electives (which can also include the core courses) and two upper-level seminars. Departmental faculty members typically teach one or two of the foundation courses, an area core course, an elective in their area, and a seminar.

With our FTE count for next year of **9.1**, we are becoming stretched in our ability to accommodate student and curricular needs. **With 143 majors**, up from 124 in 2011-12, we are stretched to capacity and have returned to the problems of the not-so-distant-past when numerous students were routinely turned away from psychology classes. Already we are to capacity in nearly all our courses and students are finding it necessary to delay when they take particular courses, with many taking lower level area courses during their senior year, an unfortunate educational outcome. It is becoming increasingly difficult for students to minor in psychology, as we give preference to majors in our upper-level courses, and restrict seniors from lower-level courses without permission. We do not want to abandon the minor and think this has been of use to many students over the years, especially those who discover psychology late in their studies and want to pursue graduate work in this area.

The enclosed charts project teaching schedules through 2015-16 assuming the Developmental Psychology position is approved starting 2014-15. Even with approval, however, departmental FTE counts are not overly generous compared to our recent levels of 9.3 to 10.3.

**Tenure track position in Developmental Psychology (start date of September 2014)**

We request approval of a tenure track position for a Developmental Psychologist. We have a major gap in the curriculum in what is, by all accounts, a basic and very popular subfield in our discipline – as indicated by the fact that it constitutes one of main core areas. Beyond curricular considerations, however, this position is needed to provide fundamental expertise and research activity in a central area of the field.

During her time at Middlebury, Grace Cho, the last person to occupy a tenure-track line in developmental psychology, taught Child Development (PSYC 225) annually, one of our most popular core courses, and taught specialized courses in developmental psychology at the junior
and senior level. She also mentored multiple students per year through independent research and honors theses. In her three years here, three students conducted honors theses with her, and another five participated in independent research (PSYC 0350 or 0500). In addition, Grace contributed to the basic curriculum by teaching Introduction to Psychology, a foundation course for the major. We have since been able to meet minimal curricular need only because the administration has permitted us to hire for occasional ‘singleton’ courses. We have made these short-term accommodations to cover coursework in developmental psychology at a minimal level, but we have sacrificed offerings in upper-level developmental psychology courses and developmental senior work, and will continue to do so through next year. In addition to diminishing our offerings in developmental psychology, however, our lack of this specialist has also had the consequence of reducing our offerings in clinical psychology, as noted earlier.

Without such a specialist on staff, we offer few upper level courses that are broadly developmental in nature. The person hired for the proposed developmental position would also contribute in important ways to the basic psychology curriculum by teaching the introductory course and by teaching Research Methods, our college writing course. (This had been included in the profile when Langrock was hired.) In addition, we would expect a tenure-track person to contribute to the curriculum through the offering of first-year seminar, which we are not able to do with a 3-year position. This individual will also be able to supervise research during the academic year and possibly summer, as well as supervise senior work and senior honors theses, and contribute to advising.

In summary, the department has lacked adequate teaching and research coverage within the core area of developmental psychology since 2008. Although we have been able to hobble along for several years using stop-gap strategies, the best long-term solution involves reinstatement of the tenure-track position in Developmental Psychology.

**Proposed teaching profile for Developmental Psychologist (starting 2014-15)**

- Introduction to Psychology (PSYC 0105)
- Child Development (PSYC 0225)
- Research Methods (PSYC 0202), our departmental College Writing course required of all majors
- Upper level developmental course (this would include both a 300-level course and a senior seminar, which would be taught in alternate years, as needed, depending on others’ leave schedules)

**Recruiting and interviewing plans**

Ads would appear beginning in September in the publications and online services of the Society for Research on Child Development and the American Psychological Association (APA Monitor), as well as the *Chronicle of Higher Education*. We will also post online with SACNAS, an organization that advances Hispanics/Chicanos and Native Americans in Science. Applications would be due Nov. 1, with invitations to interview on campus in late November, and decisions by early December. We would form a search committee of department members and an outside person. We suggest Holly Allen or Amy Briggs for the outside role. We will also invite Shirley Collado, a member of the department, to participate actively (as she did in last year’s search, as time permitted), in order to diversify the search committee and make our intent in this regard clear to candidates.
Recruiting to diversify our faculty
The chair and search committee will work on active outreach to diverse applicants, based on strategies suggested in the meeting with the officials from Connecticut College, as discussed in subsequent chairs meetings, as articulated in the AACU “Diversifying the Faculty” handbook, and based on what we think we can learn from last year’s search for a PSYC/NSCI position. We believe that developmental psychology is an area where recruitment for diversity could be particularly successful, and this was the case in our previous tenure-track search for the child development position when we last filled it with an Asian-American female who studied families in cultural context.

Our experience last year in recruiting an African-American neuroscientist to whom we made an offer (but who subsequently accepted a count-offer at her existing institution) was an important learning experience. One of the topics on our annual retreat agenda this year is to discuss that process and see how we can best learn from it. The tenured faculty in the department are in agreement about the importance of hiring to diversify the faculty and we had several key conversations last year about this issue that prepare us well to move ahead.

There is more we can do, however. One of the topics we will discuss at our retreat is how to diversify our Student Advisory Council as well as to help SAC members understand the importance of this agenda of recruiting a diverse faculty. We also need to do better at involving a diverse group of students throughout the hiring process – and within the department as a whole, another retreat topic for this year. (This might involved focus group to understand the perspective of diverse students in the department, which could be part of our ongoing assessment program, for example.) We can also examine our own professional networks and conduct more targeted outreach to top graduate programs in the country that are recruiting and training a diverse population in psychology, using the AACU lists as well as our knowledge of graduate programs. We will address these and other topics at our retreat, well in advance of the hiring, in order to be better prepared to attract and hire individuals from diverse backgrounds. In addition, another central topic on our retreat agenda is the mentoring and retention of all new faculty members, an important aspect of this process, as discussed the a recent chairs meeting.

Accompanying materials
- Teaching loads for 2013-14
- Projected Teaching loads for 2014-15, assuming that the Developmental Position is approved to begin fall 2014.
- Projected Teaching loads for 2015-16

Advertisement for Developmental Psychology position (to be placed fall 2013)

Tenure-track position in Developmental Psychology, Middlebury College, Middlebury, Vermont. The Department of Psychology at Middlebury College invites applications for a tenure-track position in developmental psychology, beginning September 2014. Candidates should be able to teach Child Development, an upper-level course in developmental psychology, Introductory Psychology and Research Methods. Appointment will be made at the rank of Assistant Professor (Ph.D.) or Instructor (ABD). The psychology department at Middlebury College is committed to exceptional teaching and to the involvement of undergraduates in an
active research program. The Department is housed in a state-of-the-art science center and currently has eleven fully equipped faculty research labs, including multiple video-wired observation rooms. Candidates should provide evidence of commitment to excellent teaching and of their desire to develop and sustain a program of research at a liberal arts institution.

Middlebury College is a top-tier liberal arts college with a demonstrated commitment to excellence in faculty teaching and research. An Equal Opportunity Employer, the College is committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied educational experience to our increasingly diverse student body. Middlebury College uses Interfolio to collect all faculty job applications electronically. Email and paper applications will not be accepted. Through Interfolio, submit letter of application with a statement of teaching interests, copies of teaching evaluations, curriculum vitae, graduate transcript, a sample of scholarly work and three current letters of recommendation, at least two of which speak to teaching ability. More information at [URL FROM INTERFOLIO] Review of application materials will begin November 1 and will continue until the position is filled.