

**Psychology Department Statement on Significant Scholarly/ Artistic Work  
St. Olaf College, September 2016**

**Introduction**

The discipline of psychology spans a wide range of areas, including neurological and cognitive processes, the development of children and families, personality, psychological disorders, interactions between social groups, and clinical practice and applications. Psychology also employs a diverse set of methodologies. We view this diversity as a strength and are committed to supporting the full breadth of psychology. We also value interdisciplinary work and encourage connections with programs across campus.

**Types of scholarly work: Engagement in and dissemination of scholarly activity**

In acknowledgement and appreciation of the diversity that exists within Psychology, we support multiple ways of demonstrating professional activity and scholarship. Over time, faculty should develop a comprehensive program of professional activity with activities demonstrating achievement and service to the field of psychology and promotion of the intellectual growth of students. At the same time, we do not expect any single faculty member to engage in all areas of scholarship, and we realize that the mix and emphasis among activities may shift at different stages in a person's career.

Our thoughts about professional activity are informed by American Psychological Association's (APA) guidelines. At the most general level, we endorse APA's mission "to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives" (<http://apa.org/about/index.aspx>). More specifically, we have adapted the framework of the APA's Task Force on Defining Scholarship in Psychology (Halpern et al., 1998) that articulates different categories of professional activity. The four categories that we use are defined as follows:

Original research	The creation of new knowledge, collection of original data, advancement in methods of inquiry, and theory generation or testing, with dissemination of this activity occurring in a refereed scholarly journal, professional conference, or other peer-reviewed context.
Integration of knowledge	The integration and synthesis of new knowledge into a larger context, such as the publication of review articles, meta-analyses, and interdisciplinary books, or presentation of integrative work in professional settings.
Application of knowledge	The use of psychological knowledge and evidence in applied settings to benefit society or improve people's lives, to inform professional or nonprofessional audiences, to contribute to decision making or problem solving, or to guide the development or evaluation of programs or resource materials. The application of knowledge may also be reflected in positions of leadership and service in academic and community organizations.

Scholarship of teaching & pedagogy	Original contributions to the practice of teaching that synthesize information in new ways, as well as documentation and dissemination of such contributions through peer-reviewed public presentations and publications. The development of textbooks, media, or other educational materials for use in or out of the classroom and lab, as well as research activities focusing on ways to promote learning.
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### Examples of Scholarly Activity

The list below illustrates various examples of professional activity, in categories for organizational purposes only. This list includes examples of engagement in scholarly activity as well as dissemination of scholarly activity.

#### A. Research Activities: Original Research and/or Integration of Knowledge.

- ◆ Research that involves undergraduate collaborators, pursued during the academic year and/or the summer as best fits the faculty member's research program.
- ◆ Publication of articles in refereed journals, published symposia, books, book chapters, or other collections. Typically, we give greater value to publications that have been evaluated by peer review. Publications with students are valued highly.
- ◆ Presentations at refereed national, international, regional, or local professional meetings, with national/international presentations given more weight. Presentations with students are valued highly.
- ◆ Submission or receipt of grants to fund individual or institutional research, integration and synthesis across topics or disciplines, professional growth, or purchase of equipment. Recognizing that grant applications require significant investment of time, energy, and expertise, we value submission as well as acquisition of grants.

*Scholarly activities valued, but receiving less weight than those listed above:*

- ◆ Invited seminars, panel discussions, or other talks.
- ◆ Publication of abstracts and non-refereed publications associated with presentations of research at professional meetings.
- ◆ Submission of manuscripts for publication.
- ◆ Presentations to a general, non-scholarly audience.

#### B. Professional Applications: Application of Knowledge.

Because these activities may involve issues of confidentiality and because they may or may not result in traditional academic output, these activities may be best evaluated via an external letter from a professional peer with first-hand knowledge of the faculty member's professional activity.

- ◆ Clinical practice including psychotherapy or counseling (e.g., in private practice, with individuals or groups), psychological assessment, clinical supervision, and/or consultation in a behavioral or general healthcare context. This includes maintenance of appropriate state licensure and fulfillment of continuing education requirements.
- ◆ Social policy analysis.
- ◆ Consulting work for human service organizations, community agencies, or other

psychology-relevant groups.

- ◆ Submission or receipt of grants to support application of psychological knowledge and evidence in applied settings.

#### C. Pedagogical Activities: Scholarship of Teaching and Pedagogy

- ◆ Publication of educational works such as textbooks, chapters in books, laboratory manuals, or articles in teaching journals.
- ◆ Submission or receipt of grants to fund individual or institutional resources or teaching activities or to support the development of pedagogical materials or pedagogical research.

#### D. Other Professional Activities

*These are typically weighted less heavily than activities in A-C above.*

- ◆ Organizer or leader of symposia, courses, or workshops related to professional activity.
- ◆ Chair of a session at a professional meeting.
- ◆ Editor of a scientific journal.
- ◆ Reviewer of textbooks, journal articles, or grant/fellowship applications.
- ◆ Holding leadership roles in academic professional organizations based on expertise, scholarly activity, or contributions to the field.
- ◆ Creation of software, programs, or media with applications in psychology.

#### **Determination of significance of scholarly work**

While different faculty members' professional activity may consist of different mixes of one or more of the categories described above, a comprehensive program of scholarly activity in the Department of Psychology should include:

- *Components that directly involve or have a significant impact on St. Olaf students.* While all research and scholarship activities advancing and applying knowledge in psychology are valued, we are deeply committed to undergraduate education. As such, we especially value scholarly activity that involves active collaboration with St. Olaf students.
- *Components that advance and disseminate psychological knowledge within the broader community.* Faculty members are expected to engage in scholarly activities that advance the field of psychology (e.g., through the collection and analysis of original data, or the synthesis of work in the field), and disseminate their knowledge within the broader scientific community. Research in psychology is often collaborative, and consequently, publications typically involve co-authors. Ordinarily, first author publications are weighted most heavily; however, we value collaborative work and co-authored publications do not necessarily carry less weight. Students should be included as co-authors when they have contributed substantially to a project.

#### **Expectations for accomplishment, and development of scholarly activity over time**

It is expected that the level of responsibility and leadership of an individual faculty member will increase with experience and rank. Promotion will be based on successful teaching, continued growth as a scholar and leader, and significant contributions to the overall academic environment.

### **1. Assistant Professor by the comprehensive review preceding the tenure review (typically in the fourth year of the probationary period)**

By the time of the comprehensive review preceding the tenure review, it is expected that a faculty member will have successfully managed the transition to teaching St. Olaf students. Faculty members should have begun fruitfully integrating their scholarship and teaching, for example, by incorporating students into their research program. Faculty should show growth and promise as a scholar, demonstrating evidence of a productive, sustainable program of scholarship. Examples of evidence include, but are not limited to, a track record of student involvement in one's research program, presentation of work at conferences, peer-reviewed publication, and/or submission of grant proposals.

### **2. Associate Professor with tenure**

Candidates for tenure and promotion to the rank of associate professor should exhibit excellence in teaching, show evidence of scholarship that reaches beyond St. Olaf, and show promise of continued growth as a teacher-scholar. The department particularly values work that involves undergraduates and aids in those students' own professional development. Candidates for tenure and promotion should be engaged in a program of scholarship that involves students and/or contributes to student learning. By the time of this review, we expect a record of accomplishments that includes one or more peer-reviewed publications in reputable outlets as well as peer-reviewed presentations (such as talks, panels, or posters) at professional meetings. Other examples of accomplishment include success in gaining extramural funding, or any such achievement that can be seen as peer-reviewed recognition in one's field outside of the St. Olaf community.

### **3. Professor**

Promotion to the rank of professor in the Psychology Department signifies that the individual has shown consistent engagement and growth in teaching, scholarship, and service. Thus, candidates for promotion to full professor should show evidence of excellence in teaching, sustained significant professional activity, and significant contributions to the department and College. At this level, faculty should have made significant contributions to the scholarly community, including publication of two or more additional articles, book chapters, or a book. The profile of a successful candidate typically also includes one or more of the following: a record of peer-reviewed presentations, invited talks at professional meetings, successful grant proposals, leadership in professional organizations, or other scholarly achievements as described in this document.

#### Reference

- Halpern, D.F., Smothergill, D.W., Allen, M., Baker, S., Baum, C., Best, D.,...Weaver, K. (1998). Scholarship in psychology: A paradigm for the twenty-first century. *American Psychologist*, 53, 1292-1297.