**Psychology Department Guidelines for Promotion and Tenure (10/10/22)**

The tenure-track faculty in psychology completed these guidelines in the fall of 2018 and edited them in the spring of 2022 in response to CAS P&T review. In creating these guidelines, we borrowed heavily from the existing guidelines for psychology at Whitman (<https://www.whitman.edu/Documents/Offices/Provost/Psychology%20Scholarship%20Guidelines%20Mar2016.pdf>) and Hamilton College (<https://www.hamilton.edu/offices/dof/faculty-review-development/psychology>).

Consistent with the Linfield University Faculty Handbook, the Psychology Department’s guidelines for promotion and tenure include consideration of performance in three areas: teaching, professional achievement and service. The tradition of the department is to hire and retain faculty who are highly capable teaching scholars who deeply value collaborative research with students. Our criteria for evaluating the quality of professional activities reflect standards shared by like-minded institutions and it is our intention to interpret these standards with an understanding that produced work will likely vary from candidate to candidate. Nevertheless, it is clearly expected that the record should provide clear evidence of a successful pattern of accomplishments in both teaching and research, coupled with high motivation to sustain this activity for her/his professional career. Consistent with institutional guidelines, teaching is the most heavily weighted in consideration of promotion and tenure, followed closely by professional achievement and more distantly by service.

**Promotion to Associate Professor**

Unless noted otherwise, criteria for consideration for promotion to associate professor is commensurate with that of tenure, and the two are positively linked.

**Teaching Effectiveness**

The Department expects its faculty to be excellent teachers, which may be demonstrated

by the candidate in several ways (Note: This list is illustrative, but not exhaustive):

* Student teaching evaluations, both numerical and narrative, which are consistent with institutional guidelines of teaching effectiveness (see Section IV.6.1.1 of the faculty handbook). Additionally, the successful candidate will view their teaching as a “work in progress” which demands intentional planning and experimentation, implementation and thoughtful reflection and adaptation always striving to become a stronger teacher. The department values continued growth and consistency in teaching.
* Faculty observations, based on classroom visitations, which document the candidate’s effectiveness as a teacher. Faculty will be observed by a tenured member of the department at least once per review cycle. A post-observation debriefing will be conducted to discuss feedback. The department also widely shares materials, activities, and suggestions informally.
* Engagement of students in experiential and individualized learning experiences that include lab-based inquiry and research projects. It is expected that these immersive student experiences involve a high level of support and scaffolding by the faculty member, in order to result in attainment of departmental student learning outcomes. When appropriate the results of these projects may be shared with a broader audience in the form of a presentation (i.e., departmental, institutional, and/or extramural presentation) and/or joint publication with faculty. If this engagement yields a peer-reviewed presentation or manuscript, then it also becomes part of the candidate’s professional achievement.
* Course materials, that indicate creative and pedagogically valuable approaches to presenting information and encouraging learning. Continued course development may stem from a range of sources including but not limited to: ongoing self-evaluation, pedagogical workshops, colleague feedback/consultation, and reviewing scholarship of teaching in the discipline.
* Playing an active role as an academic advisor and mentor which includes, but is not limited to: colloquium advising, major/minor advising, post-graduate and career planning.

**Components of Professional Achievement**

We expect our tenure-track faculty to engage in an ongoing program of scholarship for tenure and/or promotion. Faculty must demonstrate their scholarship through peer-reviewed publication, and may additionally demonstrate scholarship through other means described below. Scholarly work done prior to their appointment at Linfield College will inform the considered trajectory toward tenure and/or promotion. Colleague appraisals will provide context with respect to a candidate’s record of professional achievement.

**Publication**

Publications of original scholarly work in peer-reviewed outlets are the *sine qua non* of professional activity in psychology at most academic institutions. Although the rate of publication will be more modest for psychologists at liberal arts colleges than it is for university researchers, the psychology department at Linfield values these contributions to the discipline and regards them as necessary for tenure and/or promotion, as they reflect the product of scholarship and engagement in the science and practice of psychology beyond Linfield.

As described throughout this document, student-faculty collaborative research is highly valued. Publication with student co-authors is evidence of effective integration of teaching and scholarship at Linfield. Student involvement in research weighs at least as heavily in the evaluation of teaching as it does in scholarship. Furthermore, we realize that involving students in research and publication often slows the process down, the benefit of involving students in meaningful ways outweighs the costs. Therefore, a mixture of publications with and without student co-authors is often indicative of a healthy balance between teaching and personal professional development.

Common publication formats include:

* research articles (empirical, qualitative, or theoretical) in scientific journals (print or online)
* book chapters
* books (edited or authored)

All these forms of publication are subject to peer review, with journal articles typically receiving the most rigorous level of peer review. Certain publications are more notable due to the rigor of the journal and/or impact of the work on the discipline. This special distinction will be noted in colleague and self-appraisals.

In addition, the department values publications in psychology that serve a pedagogical purpose, relate to grant writing and/or are written for a wider audience; such publications include:

* textbooks
* grants
* popular books within the academic discipline
* articles in journals that focus on the teaching of psychology
* encyclopedia entries
* professional manuals

We value these forms of scholarship because they also represent independent scholarship and engagement in the discipline, and are subject to editorial or peer review. In particular, another valued form of scholarship is application for and receipt of grants. Particularly common in the sciences, grant writing is a very time-consuming process requiring considerable expertise and insight into one's field. The process is usually discipline-specific, and individual research grant proposals (e.g., proposals to agencies such as NSF or NIMH) face more stringent review process than those typically involved in journal publications because external funding is so competitive. Consequently, funded research grant proposals are indications of successful research programs, and the formative experience gained from submitting even a non-funded grant proposal could be at least as beneficial as that gained from the review process of a journal publication.

The time and resource requirements for these different types of publication vary widely (e.g., recruitment of traditionally underrepresented participant samples who vary in age, geography, and/or culture; comparisons of behavior across different sample groups or species; longitudinal studies that can take years to complete). Given these widely varying time and resource requirements, the department does not recommend a minimum requirement for the number and type of publications necessary for tenure and/or promotion at Linfield. However, the psychology department would consider the absence of peer-reviewed publications to be unacceptable, both for tenure and for promotion.

Importantly, the aforementioned forms of publication that are listed on a candidate’s vita as “in press” are those that have been accepted for publication but have not yet appeared in print. The lag between acceptance for publication and actual publication can be several months or even years, and work that is listed as “in press” is not in any way less complete, less reviewed, or of lesser quality than work that has been published. Consequently, we emphasize that work that is listed as “in press” should be counted among those works that have already been published. “Under review” represents a step beyond “in preparation” but given the variable timelines and acceptance rates across journals in the discipline publication of the work is neither guaranteed nor imminent. While it suggests movement toward publication (and, is thus valued) it is not equivalent to “in press.”

Finally, much scholarship in psychology takes place collaboratively with students, faculty, and/or staff at other institutions. The department does not regard a publication with two or more authors as inferior to, or representing a lower standard of quality than, a publication with a single author. In a multi-authored work, the order of authorship can often serve as a rough indicator of the relative contribution of each individual, with the first author typically conducting the majority of the work and subsequent authors contributing important but less extensive work. However, a trailing author (last author in a multi-authored publication) can indicate a substantive level of contribution. Those reviewing a candidate’s file should look to the candidate’s narrative and letter writers (especially those by co-authors) that can explicate the nature of the contribution. Similarly, while interdisciplinary scholarship is valued (as it is consistent with the mission of a liberal arts education) it is not expected. There are times when the product of such collaboration may occur in venues beyond the typical publications within the discipline. In such circumstances, outside letter writers, colleague appraisals, and/or the candidate’s self-statement will best contextualize the importance of the work.

**Participation in Professional Conferences and Meetings**

Presentations, lectures, papers, posters, and workshops at regional, national, and international conferences and meetings are valuable forms of professional achievement. Such presentations are ordinarily subject to peer review, and are an integral part of an ongoing research program, but do not carry the same weight as peer-reviewed publications. In general, presentations at national and international conferences are more prestigious than regional conferences. However, regional conferences are typically more cost-effective for students, and therefore presentations at regional conferences are still valued. Presentations at conferences and meetings indicates that a faculty member is engaged in research that is open to critique by peers in the scientific community. At such events, faculty often present current research, typically in a poster or a talk, and solicit feedback from other psychologists. The department recognizes that such presentations are indicative of progress, as well as being an important means of staying current in one's field. Moreover, invitations to present at a conference or institution might be especially prestigious. In fact, there are some conferences where an invitation to attend is a significant accomplishment — a recognition by one's peers of one's contribution to the field. Such an accomplishment should be carefully considered when weighing scholarly activity. Similar to expectations regarding multi-authored publications, degree of contribution is often reflected by authorship order and will be explicated in self-appraisal and colleague letters.

**Conclusions**

In general, the department recognizes that individual faculty have differing strengths and resource requirements, and that the dedication to one's field manifests itself in various ways at various times in an individual's career. At some points in time, faculty members may have numerous presentations and fewer publications, or might have numerous publications and very few presentations, or might focus on advancing the field through research on pedagogy or writing textbooks, or might focus on research inspired by student interests rather than their primary area of research. A professor can be very up-to-date in the field as a result of these ongoing activities. Evaluation of professional achievement should therefore consider the full range of professional activity rather than a narrow definition of professional achievement that only includes scholarship. The whole is sometimes more than the sum of the parts.

**Components of Service**

The department expects that its faculty will regularly engage in service to the department, college and discipline in a variety of ways including (Note: This list is illustrative, but not exhaustive):

**Departmental Service**

* Serving as an academic advisor to students. Although the Faculty Handbook identifies advising as Teaching Effectiveness, due to the high advising load in the psychology department, we feel that this can also be counted as service.
* Departmental service, which may consist of organizing meetings (e.g., guest speakers, research brown bags, etc.) and performing a variety of departmental tasks (e.g., serving as advisor to Psi Chi, working on curricular development).
* Contributing to campus-wide workshops and events when a representative of the psychology department is needed

**College or University-wide Service**

* Serving on a range of committees (both elected and appointed)
* Organizing and participating in college events
* Chairing or serving on federally-mandated committees (e.g., Institutional Review Board, Institutional Animal Care and Use Committee)

**Professional Service**

* Activity in professional organizations (local, national and international). Some examples include: holding an elected position, giving an invited address, and serving on a conference program committee.
* Editorial activities (e.g., reviewing for grants, publications; serving as an editor or associate editor for a journal)
* Giving scholarly talks to campus, community or other groups
* Providing information to media outlets regarding the field, and/or your teaching or research
* External reviews of colleagues and departments at other institutions

Being constructive and reliable in serving the needs of the Department and supporting the professional development of departmental and college colleagues is highly valued. We value a balance of service to the department, College, *University* and professional communities. Absence of professional, college, or university-wide service does not preclude promotion to associate and tenure.

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| **Promotion to Full Professor** |
| **Teaching Effectiveness**  Faculty at this level should provide evidence of continued high levels of teaching effectiveness and demonstrate their continued growth in their teaching effectiveness during the evaluation period. Continued growth and excellence can be demonstrated in a range of ways, including but not limited to: maintaining successful pedagogies, creating new courses, introducing new pedagogies, receiving teaching awards, seeking opportunities for continued teaching education. We value innovation and creativity in teaching, acknowledging that it may result in fluctuations in measures of teaching effectiveness. It is expected that if this occurs, the candidate will reflect upon it in their self-appraisal. Colleague appraisals will provide context as well. |
| **Professional Achievement**  Faculty at this level should provide evidence of meeting the components described above and that their scholarly program has matured in a meaningful way. A new or additional line of investigation may be broader or more substantial or significantly different from the faculty member’s original line of investigation. A second line of investigation may be pedagogical in nature. The rate and form of the professional achievement may vary over time, but evidence of greater contributions and continued engagement is vital. Colleague evaluations for the area of professional achievement will be made primarily from discussions with the candidate, knowledge of their activities, and review of their scholarly output. Such evaluations will reflect the context of conducting psychology research at small undergraduate liberal arts colleges. |
| **Service**  Faculty at this level should provide evidence of meeting the criteria described above, and that their service contributions have developed. Service warranting “special merit” in this area may be reflected in a range of ways, including leadership in the department, the College, and/or their professional communities; it is incumbent upon the candidate to explicate how their role constitutes leadership. We value a balance of service to the department, College, and professional communities. Colleague evaluations for the area of service will be made primarily from discussions with the candidate and knowledge of their activities. |