

Nature of the Discipline(s) in the Department of Psychology in the Realm of Teaching

Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Basic Expectations of Teaching"

The Department of Psychology advocates the use of culturally responsive pedagogy, evidence-based and high impact practices, and engaging in ongoing pedagogical training and development including those produced within the discipline such as the Society of Teaching Psychology Conference. It is noted that advising loads in the Department of Psychology average around forty students per faculty member.

Discipline specific notes, additions, or deletions accompanying the Faculty Guide "Teaching Effectiveness"

No discipline specific notations.

Nature of the Discipline(s) in the Department of Psychology in the Realm of Research and Scholarship

Elements critical to scholarship which may be unfamiliar to faculty in other disciplines

The scholarship common to psychology depends on the use and recruitment of human participants. This creates substantial logistical and time concerns, impacting the ability to collect data and publish as quickly as some other disciplines. Furthermore, while psychology has a wide range of journals for disseminating work, the "top journals" are looking for research with 3-5 studies included with hundreds of participants in each study, which can take years and substantial resources. In general, original research or pedagogical studies that result in journal articles, book chapters, textbooks, monographs, presentations, workshops, posters, and other common forms of research are all considered valuable scholarly artifacts. Grantsmanship is an important element of scholarly work in psychology.

Integrating undergraduate students into research is valued as is collaborating with scholars from other universities.

Additionally, poster presentations in psychology are also a common way of disseminating peer-reviewed information at conferences. Many of the conferences in our field have relatively few spots for oral presentations (e.g., SPSP, the top social psychological conference often has <100 of these opportunities available, even though there's thousands of people in attendance). Therefore, poster presentations, even by faculty members, are very common and still viewed positively by the field and the department. While other fields view them as more ideal for undergraduate and graduate students, the decline in oral presentation opportunities for faculty members means that producing peer-reviewed posters is becoming a much more common alternative path for the peer-reviewed presentation of information for psychology faculty.

Having multiple co-authors on a manuscript is not viewed negatively within the field of psychology. On the contrary, this shows signs of significant collaboration with internal or external colleagues. While author order *can be* reflective of contributions, it can also be misleading as the PI or faculty supervisor may put themselves last in the author order despite leading the project and making significant contributions to the manuscript. Many of us have placed ourselves last in the author order so that students may retain first or second author positions. Faculty members often engage in high quality scholarship via collaborations with institutions that have access to greater resources; this can also result in our faculty members not being credited with the first author position.

A faculty member's ability to obtain or maintain licensure or certification in their professional field (e.g., licensed psychologist, certified mental performance consultant, certified statistician, certified biofeedback technician, etc.) is a work of scholarly credibility.

Meaning of Peer Review and circumstances where peer review is not necessary for the work product to be considered for scholarship.

Peer-review in psychology is fairly standard with other disciplines. A subject matter expert or experts reviews the manuscript, poster, or presentation before the journal or conference proceeds with approving or denying the submission.

In some cases, conference presentations, white papers, or community focused materials, or book chapters may or may not be peer reviewed. While other forms of non-peer-reviewed publications, such as blogs, are scholarship, they are not viewed as valued as traditional, peer-reviewed scholarship, such as a peer-reviewed journal article or a conference poster, presentation, symposium, or workshop. Work that is published in journals in exchange for payment (i.e., pay for publish) is not considered meaningful or creative scholarship.

Any peer-reviewed work would be considered a meaningful form of scholarship for psychology faculty.

What does and does not qualify as meaningful creative work

No discipline specific notations.

Can "Paid" work be considered scholarship

Paid work that when completed produces scholarship (e.g., data collection and publications) can and should be considered scholarship.

How 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship

Science communication is an increasingly important aspect of our field. Translating our scientific work into formats that are accessible to the public is essential for our work to have a substantial impact. Some forms of science communication are increasingly recognized as beneficial to the field and society. Examples may include academic social media accounts, podcasts, white papers and community focused presentations.

Departmental assessment of scholarship quality

Our department is focused on conducting research and pursuing scholarship that incorporates student researchers and collaborators wherever possible. If this means the final product goes to a slightly lower-impact journal but includes a student co-author, then this is a trade-off we gladly accept. Thus, producing scholarship, especially with undergraduates, is prioritized over concerns about achieving the highest tier journal acceptance.

Departmental assessment of scholarship quantity

In the Department of Psychology, we are primarily driven by the goal of producing meaningful scholarship rather than achieving a pre-determined quantity or specific number of publications or presentations. However, we would prefer that our psychology faculty produce something that they consider to be a meaningful scholarship on average every other year or so. By the time faculty go up for promotion or security, our preference is that they have 2-3 pieces of meaningful scholarship, including at least one peer-reviewed publication.

Nature of the Discipline(s) in the Department of Psychology in the Realm of Service***Need, value, and expectation of departmental service***

The psychology department expects all faculty to contribute collaboratively to our shared mission. The expectation is that faculty will serve as advisors for psychology majors, contribute to annual assessment reports, provide written evaluations of their peers and or of adjunct psychology faculty members, serve on faculty search committees, mentor

first-year faculty members, and provide other departmental service as needed. Sponsorship or advising of discipline-specific student organizations is valued for many reasons.

Need, value, and expectation of university service

Faculty within the psychology department should be engaged in university service. The basic expectation is that faculty members will serve on their assigned university committees. However, many psychology faculty members also serve in a variety of other service roles on campus and are encouraged to do so. One example is sharing of pedagogical techniques and instructional technology expertise.

Importance of service to the profession

We have a commitment to use our expertise to give back to the field of psychology by generating scholarship to move the field forward. However, the ways in which these contributions are made range widely and while encouraged, are not required. Faculty often serve as peer-reviewers, an important element of work life which combines both service and scholarship.

Importance of service to the community

Psychology is a social science, therefore indicating a commitment to serve the community in a variety of ways. This may be through clinical practice or providing expertise to community organizations (e.g., research assistance for non-profits, helping school systems, pro bono clinical services etc.). While these endeavors are encouraged, they are not required.

Departmental assessment of service quality

Service activities can and do take a variety of forms. Leadership roles on committees, task forces, and in other service activities are especially important and are recognized as especially meaningful contributions. Otherwise, there are no discipline specific notations.

Departmental assessment of service quantity

The psychology faculty view service as essential and prioritize service as fundamental to the university's mission.

No discipline specific notations.