

Psychology Department Statement of Scholarship
22 January 2016

This is the Psychology Department's statement on the nature of scholarly activity and our judgment of expectations of scholarly activity for faculty with respect to tenure and promotion to full professor.

The Psychology Department aims to adapt Boyer's (1990) seminal model of scholarship – in particular broadening the understanding of scholarship beyond scholarship of discovery to include other kinds of scholarship, including the scholarship of application. Scholarship in the Psychology Department is defined as activities that promote discovery, teaching and application of new knowledge in psychology and are peer reviewed and documented through various methods.

Scholarship of Discovery

The Psychology Department recognizes and supports the tradition in our discipline to define scholarship of discovery as research activities that result in the development of new knowledge in the area of our degrees and that lead to a peer-reviewed product. Most often peer-reviewed products are publications in a journal or book, but invited presentations or posters at professional meetings will meet these criteria as well.

Scholarship of Teaching

Given the importance of teaching at the Mount, we view the development of new teaching techniques or pedagogical innovations that result in a peer-reviewed product (e.g., journal article, textbook, manuals or other learning aids) to be significant scholarship of teaching. Consistent with the scholarship of discovery, invited presentations or posters at professional meetings will meet these criteria as well.

Scholarship of Application

In certain subareas of Psychology the scholarship of application is a critical component. For clinical and counseling psychologists application is a defining characteristic. Thus especially in a subdiscipline that has a practice orientation, scholarly work and outcomes should have a broader scope. Scholarship of application does not apply to "citizenship" activities, but to service activities "tied directly to one's special field of knowledge" and which "relate to, and flow directly out of, this professional activity. Such service is rigorous demanding work, requiring the rigor -- and the accountability -- traditionally associated with research activities" (Boyer, 1990, p. 22). Remaining active in one's professional discipline is essential to education and teaching as it allows one to bring a much wider range of information into the classroom and to stay current on skills and techniques being taught. These scholarship activities may include peer-reviewed publications or presentations related to the particular application, professional licensure and certification, and peer-reviews of practice including participating on peer-reviewed health insurance panels.

Professional Activities

In addition to scholarship, the Psychology Department also values highly professional activities of faculty in the context of decisions about tenure and promotion. These professional activities can be analyzed utilizing three of the Boyer (1990) categories of scholarship, namely discovery, teaching, and application. Professional activities related to discovery include non-peer reviewed presentations and/or posters of research, writing and submitting grant applications (both funded and unfunded, internal or external to the university), and serving as a reviewer of manuscripts or grant applications. Professional activities that develop an individual as a teacher such as attendance at teaching conferences, participation in seminars or workshops and demonstration of evidence-based implementation and testing of innovative teaching and learning techniques are also integral to the well-rounded development of teaching proficiency. In addition, the Psychology Department's required research sequence is a core element of our curriculum that emphasizes the value we place on training the next generation of researchers, teachers, and psychologists. Thus, in evaluating professional activity we also stress the involvement of our students through Honors projects, independent study projects, senior research projects, writing and submitting student research grant proposals (funded or unfunded), and internships. Professional activities related to application may include continuing education unit (CEU) workshops and conferences held or attended related to practice, clinical supervision of unlicensed professionals or students, establishing academic-service partnerships, and public dissemination of research through the media and journalistic sources.

Boyer, E., (1990). *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.



PRESIDENT

APPROVED

2/26/2016