

Department of Psychology
Scholarship Guidelines
May 2025

1. Overview

- 1.1. The Department of Psychology expects all of its members to maintain active, productive, sustained programs of scholarship that result in publications.
- 1.2. Candidates for tenure need to demonstrate scholarly activity that goes beyond the dissertation and establishes an independent research trajectory at Lafayette.
- 1.3. Both the quality and the quantity of the candidate's work will be considered during tenure deliberations.
- 1.4. Candidates for promotion to full professorship should further demonstrate leadership in their subdiscipline and scholarship of (inter)national prominence.

2. Nature of Scholarship

- 2.1. The Department recognizes that given the wide range of specialty areas in psychology, evidence of scholarly activity may take a number of forms and the emphasis on particular modes of scholarship may vary. Listed below are examples of evidence of scholarly activity. Peer-reviewed scholarship is valued more than non-peer-reviewed work. Please note: to determine if other activities qualify as appropriate scholarship, the candidate is encouraged to consult with the Department Head and their Conference Committee.

2.2. *Peer-reviewed scholarship.*

- 2.2.1. Original research articles published in peer-reviewed scholarly journals are the primary indicator of scholarly activity.
- 2.2.2. Articles "in press" have passed peer review and are therefore considered equal to published papers.
- 2.2.3. Scholarly books, textbooks, book chapters, grant proposals, abstracts, conference proceedings, and conference poster and paper presentations, literature reviews, methodological papers, and research on the teaching and learning of psychology/neuroscience are also considered to be evidence of scholarship.
- 2.2.4. Manuscripts under revision and/or under review will also be considered, but are weighted less heavily.
- 2.2.5. Obtaining external grant funding is not expected but is appreciated.
- 2.2.6. Online and open access journals that meet disciplinary standards for peer-review are evaluated in the same way as traditional print journals. Online and open access journals that do not meet disciplinary standards for peer review are evaluated as non-peer-reviewed scholarship (see below).

2.3. *Non-peer-reviewed scholarship.*

- 2.3.1. The following also contribute to scholarly activity: Book chapters, research articles, invited lectures and addresses, encyclopedia entries, edited books, textbooks, technical reports, books written for the general public, book reviews, scholarly blogs and acting as a discussant at conferences.
- 2.3.2. Manuscripts in preparation but not yet submitted for publication would also be considered in this category.
- 2.3.3. Obtaining Lafayette College research and advanced study grants is also valued.

2.3.4. Participating in replication efforts, providing data and/or other research materials to the scholarly community according to Open Science principles will also be evaluated favorably.

2.3.5. Consulting activities will be considered where appropriate to the subdiscipline.

2.3.6. Original writing for (or speaking to) public audiences on scholarly topics are also valued as acts of public engagement.

3. Individual Contribution to Scholarship

3.1. Within each category, scholarly work in which the candidate is sole author or first author will be weighted most heavily; being the last author will be highly weighted in subdisciplines where that position conveys project leadership.

3.2. Co-authored works in which the candidate is a middle author will also constitute scholarly activity.

3.3. Collaborative work is customary and highly regarded; however, the candidate's overall materials should demonstrate a research program adequately independent from collaborators and mentors. In co-authored work, the candidate should indicate how they contributed to the final product.

3.4. Scholarly work with undergraduate co-authors will be looked upon favorably, with an understanding that such research may differ from the candidate's programmatic research area.

3.5. Scholarly activity prior to arrival at Lafayette will be valued, but a satisfactory research trajectory while at Lafayette must also be demonstrated.

4. Scholarly impact

4.1. Scholarly impact will be judged through means such as evaluating the quality of the scholarly work, the quality of the journal or book in which the work appears, and the influence of the work in the field (e.g., through citations).

4.2. Secondary measures of scholarly impact include media coverage and similar indicators of public engagement.

5. Externalities

5.1. The Department of Psychology recognizes that the disruptions caused by the COVID Public Health Emergency (PHE), which, for the purposes of this document, covers the period from the Spring 2020 semester through the Spring 2023 semester may have had a significant impact on an individual faculty member's scholarly activities.

5.1.1. Due to the direct and indirect effects of the PHE on faculty expectations in teaching and service, expectations for scholarship during this time must necessarily be adjusted accordingly.

5.1.2. Impacts may be evident during the PHE and for some amount of time thereafter, depending on the nature of the research.

5.1.2.1. The COVID PHE is likely to have postponed, halted, or significantly altered data collection for ongoing and original empirical projects.

5.1.2.2. A candidate may need to make a variety of adaptations in the topic, method, and publication venues of their scholarship as a result of the COVID PHE.

5.1.2.3. The nature of collaboration may be influenced by the COVID PHE either by delaying or interrupting ongoing work, or by influencing the diversity of projects undertaken.

5.1.2.4. Delays in the publication process were heightened due to the COVID PHE and continue to lag behind pre-2020 norms.

5.1.2.5. Additional impacts of the COVID PHE should be described by the candidate in their self-evaluation where appropriate.

5.2. The Department of Psychology recognizes that the disruptions caused by executive orders and other actions of the federal government may significantly impact an individual faculty member's scholarly activities. The long-term structural impacts of these actions, both on individual candidates and on the field as a whole, are emerging, cascading, and unpredictable at the time of this writing.

5.2.1. Actions reducing the availability and accessibility of federal research funding are likely to reduce the likelihood of obtaining such funding and may reduce the likelihood of a candidate applying for (or receiving) funding.

5.2.2. For ongoing empirical projects, data collection may be postponed, halted, or significantly altered, and access to field sites and/or data sources may be restricted or prevented.

5.2.3. The frequency and/or accessibility of conferences and other venues for presentation and promotion of scholarly work may be limited. Similarly, publication venues may be reduced, review times may be extended, and/or significant revisions may be necessary to modify scholarly work products for them to be acceptable to existing venues.

5.2.4. The nature of collaboration or conference travel may be influenced by delaying, interrupting, cancelling, or preventing work due to personnel layoffs, visa restrictions, immigration status, and/or other federal actions.

5.2.5. A candidate may need to make a variety of adaptations in the topic, method, and distribution of their research, therefore delays and/or gaps in the scholarly record may result.

5.2.6. Specific impacts of federal actions should be described by the candidate in their self-evaluation, where appropriate.