

Psychology Department Addendum to CAS Tenure and Promotion Guidelines May 2, 2006

The CAS Tenure and Promotion document provides important information for untenured faculty about expectations for tenure at the department, college, and university level. This document fully captures our expectations in **teaching** and **service**. The following notes are intended to assist untenured faculty in understanding those aspects of tenure expectations for **scholarship** that are specific to the discipline of Psychology as it is represented in the department at Lehigh. This document addresses only tenure and not promotion to full professor.

A tenure review is an exercise in predicting the future career trajectory for an individual in addition to an evaluation of current achievements. It may therefore be useful for untenured faculty members to think about the tenure portfolio they will present in terms of how they can best provide evidence for a bright future (not only to department members, but also to the dean, provost, and tenure committee at Lehigh and to external reviewers). The guidelines below are intended to both help clarify expectations for tenure and provide advice about how to focus energy in the pre-tenure years in order to provide the necessary record of achievement and make the best possible case for a prediction of future success.

Publication

A central part of the mission of Lehigh and the Psychology Department is to advance knowledge through scholarship. Publication is the primary means by which research findings are made known to the wider scholarly community and so is an essential activity in the advancement of knowledge. In terms of predicting the future, a strong record of publication helps us predict future success by demonstrating not only the ability to conduct research that makes important contributions to advancing knowledge but also the ability to communicate findings effectively in writing and in a regular and timely fashion.

The CAS Tenure and Promotion document provides a general description of the quality and quantity of scholarly output expected for tenure that is fully compatible with the Psychology Department's expectations. Because the portion of the broader field of Psychology that is represented in our department at Lehigh is that focusing on the scientific study of human thought and behavior, publication of peer-reviewed papers in journals adhering to rigorous standards for investigations grounded in empirical evidence is typically the heart of a faculty member's research portfolio (whether the papers report new data or present theoretical synthesis, methodological critique, meta-analysis, etc.). Such portfolios will often also contain other products of research activity such as book chapters and reviews. The Department values contributions to the advancement of knowledge that follow other models as well, and occasionally a faculty member's scholarly portfolio may center on a mode of publication other than journal articles. If a faculty member anticipates that a substantial portion of the pre-tenure work will take a

form other than journal articles – such as book chapters or a monograph or a book – he or she should consult with the chair and other tenured faculty to be sure that the anticipated form of publication will provide the evidence of scholarly excellence needed to make a strong case for tenure. Department annual review and reappointment letters will provide written feedback on the tenured faculty's view of the outlets in such cases. As always, the expectations articulated in the CAS Tenure and Promotion document (including those regarding quality and impact, independence from mentors, and peer review) will apply.

Collaborative research, both among psychologists and crossing disciplinary lines, is valued and of growing importance in the study of human thought and behavior. Collaboration enriches the research program, and teams of researchers with different areas of expertise are increasingly essential to progress in many research areas. Multi-authored publications do, however, pose a special challenge for evaluators in judging whether the scholarly output provides sufficient evidence of the research abilities of the tenure candidate to make a strong prediction of future success. First-authored publications providing evidence that the untenured faculty member is a driving force in a portion of the collaborative work (in addition to any second-, third-, or nth-authored papers) are generally important for supporting a prediction of success. In cases where the team may be publishing in outlets following traditions from a field (such as medicine) where authorship positions have a different conventional meaning, the faculty member should be sure to explain the convention and describe his/her role in the project to evaluators. This role should also be described in cases where the faculty member's graduate student is first author on a paper. Grant proposals on which the faculty member is PI help provide evidence for the ability of the faculty member to develop and articulate a compelling program of research (see below).

External Funding

The CAS tenure and promotion document states that "...external funding is fundamental to scholarship as it provides resources and graduate student support for research; such funding is expected, therefore, at a level appropriate to the faculty member's field, as it represents an important component of a successful research program...The pursuit of external funding ...is an indicator of scholarly engagement, affords independent peer evaluation of research ideas and direction, and, when successful, provides positive supporting evidence of standing in the discipline" (p. 4). The Psychology Department views the pursuit of funding as an important element of the untenured faculty member's activities for all the reasons stated above. Even faculty whose equipment needs are modest will benefit from the personnel, conference travel, and other forms of support that funding can provide for their research program, as well as the experience of planning the grant project. Further, all department faculty participating in the graduate program (which includes all untenured faculty) should seek to support it through external graduate support lines. In terms of predicting the future, demonstrated skill at grant writing helps us predict future success because it provides evidence of the ability to develop and present a compelling program of study and the potential for obtaining the resources needed to carry it out.

The Department recognizes the difficulty of obtaining funding in many research areas represented within the department, and therefore success at obtaining funding by the time of the tenure review is not a requirement for endorsement for tenure. Faculty working on projects for which substantial funding is more crucial to maintaining the program of research will, however, have greater need to provide evidence of fundability within a relatively short timeframe in order to provide a strong prediction of future success.

A range of granting mechanisms from federal agencies and private foundations exists. These can require proposals from short to quite extensive, and the likelihood of success can vary substantially. Faculty will come to the department with different levels of career- and grant-writing experience, and we encourage them to consult with the chair, tenured faculty, the Office of the Vice Provost for Research, and grant officers at relevant agencies and foundations to determine what granting mechanisms are the most appropriate starting point given their level of experience and the nature of their research program. Regardless of starting point, all faculty are expected to demonstrate a commitment to the pursuit of external funding and a level of ability that matures as their experience increases.

Untenured faculty should generally plan to submit their first proposal by the end of the second summer if not before, and typically several proposals will be submitted across the pre-tenure years. If the faculty member believes there are reasons to deviate from this timeframe or level of activity (such as already having substantial funding in hand), he or she should talk to the chair and other tenured faculty to be sure that this view is shared.

Grant proposals, while important, are not a substitute for publications, so untenured faculty should strive for a balance of writing activities that allows time for both publication and pursuit of funding.