

## **Department of Psychology**

### **Criteria for Evaluating Quality and Significance of Scholarly Activity**

Each faculty member pursuing tenure, promotion, and other personnel related activities in Psychology is expected to show evidence of an active and ongoing research program, that demonstrates progressive contributions to the field and a thematic growth over time. When evaluating the research accomplishments of individual faculty, multiple criteria must be considered. However, the foremost criteria must be the quality of the scholarly products.

According to DOPS “Supplemental Policy on Scholarship Encompassing Applied Research and Scholarship of Teaching, and Community-Engaged Research and Scholarship” (Policy Number VI:04:05), it is expected that:

- At every stage of a career, faculty members have the responsibility to conduct scholarly work in order to contribute to the knowledge base from which the professorate promotes learning and discovery and extension of knowledge. A variety of scholarly activities can contribute to the intellectual vitality of Buffalo State College.
- Accomplishments that suggest continued growth and high potential can include but are not limited to:
  - 1) Discipline-based research, including creative activities, interdisciplinary research, and multidisciplinary research
  - 2) Applied research
  - 3) Scholarship of teaching
  - 4) Community-engaged research
  - 5) Community-engaged scholarship
- Scholarly profiles will vary depending on an individual faculty member’s areas of emphasis, but it is important that the **quality** of the scholarly product be rigorously evaluated and that the individual contribution of the faculty member further the advancement of the mission of the college.

### **Evaluation of Scholarly Activity**

To be evaluated by departmental and campus committees, scholarly activities must result in a “*product or publication that is subject to peer review .....and judged a contribution to the field*”. Beyond examination of the quantity of scholarly products, the department in particular will evaluate their quality and significance, with respect to the innovativeness, novelty, rigor, impact, contribution to the field, and application to issues. While all of the following are valued, generally greater weight will be given to the first four (4) categories:

- Publication in peer-reviewed journal.  
Considerations: Journal impact rating and rejection rate; solo author; first or primary author; corresponding author; frequency of citations of the publication
- Published textbooks  
Considerations: Reputation of the publisher and popularity of the textbook

- Book chapters and edited books  
 Considerations: Peer reviewed; reputation of the publisher vs self-published book; solo author; first or primary author; corresponding author; frequency of citations of the book
- Grants awarded  
 Considerations: PI status; status/reputation of granting organization; length of grant; value of grant
- Conference presentations  
 Considerations: National/International vs Local conferences; presentations vs posters; status/reputation of conference organization; invited/keynote presentations
- Invited technical reports, community professional consultation/intervention, program development/evaluations, media presentations  
 Considerations: Status/reputation of organization; intended audience
- Grants submitted  
 Considerations: PI status; status/reputation of granting organization

### **A Special Note on Student Co-Authorship**

Our department highly values research and scholarship efforts that include students as co-authors beyond the typical expectation of supervising student research projects, independent studies, and honors theses. While such efforts might not result in products of higher “quality or significance” within the discipline, their broader impact on teaching and student growth represent a high degree of “subjective” value in the departmental evaluation process.