1. **Definition of Scholarly Agenda (from Psychology’s P & T Guidelines, 2005).**

“A scholarly agenda encompasses the general set of serious intellectual issues which engage a faculty member. This agenda lends direction and purpose to scholarly work. It is useful in clarifying the goals and relevance of activities and in establishing a coherent program of important work. A scholar’s agenda is embedded in a particular field and a particular historical and social moment, as well as in a particular institutional context, all of which will shape the scope and direction of a scholar’s agenda.”

2. **Within Psychology, a faculty member’s scholarly agenda serves several functions:**

- **Reflective.** The process of writing and revising one’s scholarly agenda provides an opportunity to articulate one’s own goals and reflect on one’s progress.
- **Guidance.** A scholarly agenda provides advice and guidance to a faculty member when he or she is making decisions about future projects and activities.
- **Formative.** A scholarly agenda is essential when a tenured faculty member mentors an untenured faculty member, or when the Chair mentors tenured and untenured faculty.
- **Evaluative.** Retrospective reconstruction of the scholarly agenda is the basis for the "Self-Assessment" which is a required part of documentation for consideration for promotion or tenure, and for post-tenure review.

3. **Description of the scholarly agenda a part of P & T processes.**

- **Annual review, promotion and tenure.** A self-assessment of one's scholarly work and accomplishments. A self-assessment describes: (1) the long-term goals and purposes of one's program of research, and how accomplishments have advanced those goals; (2) an overview of the direction of and plans for future research; and (3) a description and self-evaluation of the effectiveness of teaching, service, and community outreach activities.
- **Post-Tenure review.** Each eligible faculty members prepare a statement of "Scholarly Activities and Goals." This statement includes an overview of the general set of serious intellectual issues that currently engage the faculty member, as well as the main scholarly goals that the faculty member intends to pursue in the coming year(s). It also lists any special responsibilities the faculty member will assume. The statement scholarly activities and goals may mention the most interesting scholarly experiences and accomplishments of the past year. The statement of Chair would include a description of his or her prior activities and future priorities and plans as Chair.

4. **My personal opinion.** I think that articulating and revising one’s scholarly agenda is one of the most important (and difficult) activities scholars undertake, and a key driver of one’s professional development. After 20 years of mentoring and advising faculty, I have found that:

- Early scholars initially find the process challenging and confusing, and often resist or resent it.
- Helping a scholar discover and create an agenda is a process of empowerment and hence a crucial part of mentoring.
- The scholarly agenda is the key tool for communicating a faculty member’s goals and purposes to the rest of the department and external reviewers.
• The P&T committee’s recognition of an untenured faculty’s scholarly agenda creates a protective bubble around the faculty member’s activities.
• When they are done, faculty uniformly agree that their professional development would not have been the same without the processes organized around the scholarly agenda.