

Vision Statement
Department of Psychology
February 7, 2006
(Revised November 28, 2006)

The vision of the Psychology Department is to offer a high quality, comprehensive curriculum that facilitates student learning, student/faculty collaboration, enriches student's lives both during and after college, and allows faculty to be professionally engaged in their discipline. The Psychology Department's vision is largely congruent with the Foundational Principles recently adopted by the College.

In the Fall of 2005 the Psychology faculty initiated a discussion about its vision. Although the discussion centered on current assessment and future aspirations, practical obstacles that were believed to impede forward progress were raised. Some of the impediments are likely simply a fact of life at Linfield College. For example, it is unlikely that participant pools will grow significantly, or that resources in the greater McMinnville community will become more available. Other barricades, equally daunting, are more a matter of the College having the willingness to change and the institutional leadership having the skills to obtain the resources needed for a higher level of achievement. In the following paragraphs I will broadly describe some departmental goals. Next I will consider some of the barriers to meeting those goals.

All of the Psychology Department's goals require changes within the College, though some are dependent on decisions made by the department. Further, all of our ambitions are closely tied to the education of our students and to the recently adopted foundational principles. The overarching goal of the department is to deliver a credible curriculum that meets the needs and interests of the students while conforming in broad outline to the college's foundational principles. Many of the department's other goals can be achieved within the context of the first goal. One good example of the intersection of the Department's goals and the foundational principles is found in the Psychology Department's long standing desire to do a better job of recognizing human diversity and presenting to students the myriad of differences that exist in the psychology of being human. Although we approach that goal today, through our offering of Psychology East and West and our consideration of topics such as the meaning of deviance, and the nature and power of stereotypes in other courses, we would be better as a department and as a college with the addition of a faculty member with expertise as a cross cultural psychologist. A related part of the Department's vision, closely tied to the foundational principle of experiential learning, is to have a teaching/learning infrastructure that maximizes the likelihood of success for students *regardless* of their post graduate ambitions. Should the renovation of Pioneer Hall proceed in the ways that have been discussed and that the Psychology Department hopes it will, we should go a long way toward realizing this portion of the vision. The vision calls for increased accessibility to laboratory experiences for students. Currently planned changes in the nature and amount of space for the Psychology Department should allow our vision to become reality in which virtually every student has the opportunity not just to read, write, and talk about psychology, but to actually do psychology. Finally, we have a vision for the College that calls for teaching loads that allow increased engagement with our discipline in terms of personal and student collaborative research. This portion of our