

[Department Name]
The College of New Jersey
Disciplinary Standards for Reappointment, Tenure, and Promotion

The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.

To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications in years 1-4. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion

Mark S. Woodford
Department Chair

10-10-12
Date

Mark Kiselica
Dean

10-8-12
Date

Ann Bakewell-Picks
Provost

10/10/12
Date

The [department name] will next review its disciplinary standards in Academic Year [insert year].

Departmental Disciplinary Standards for Scholarship

Counselor Education

A. Alignment of Disciplinary Standards with Key Institutional Documents and Values

The distinguished faculty of the Department of Counselor Education at The College of New Jersey takes pride in offering rigorous, high quality master's degree programs in school counseling, clinical mental health counseling, and marriage, couple and family counseling and therapy, as well as a certificate program in substance awareness coordination and a post-masters educational specialist degree program in marriage and family therapy. Consistent with the mission of The College and the School of Education, the mission of every program in the department is to create exemplary counseling professionals prepared to enrich the lives of the people of New Jersey and the nation through counseling and service, and to provide a national model for the preparation of counselors. These disciplinary standards describe the criteria by which the department evaluates the scholarly work of the counselor education faculty in supporting the missions of the College, the School of Education, and the Department of Counselor Education.

We expect our faculty to embrace the teacher-scholar model, which emphasizes a strong connection between scholarship and teaching. Specifically, we expect our faculty to enhance the teaching-learning environment of The College by engaging in scholarly activity, infusing scholarship into teaching, and preparing students to become competent scientist-practitioners. The purpose of these standards is to help our faculty to understand how their performance as teacher-scholars will be evaluated according to *TCNJ's Promotion and Reappointment document within a context that includes the relatively short, four-year, time-clock toward tenure that exists at The College.

B. Categories of Acceptable Scholarly Work

The categories listed below represent a range of scholarly outcomes that are recognized in the discipline of counselor education. Therefore, teacher-scholars in the Department of Counselor Education should have a core of scholarship disseminated in these categories. However, the Department acknowledges that within these categories there may be great variety related to the mode of scholarship, the path and challenges leading to productive scholarly activity and its fruition, and the venues in which the scholarship is disseminated. In addition, the department recognizes that much of the work in the field of counselor education is focused on theory development, practice issues, and policy analysis, and that certain targets of study in counselor education are extremely rare (e.g., persons diagnosed with selective mutism), and therefore, may have to be studied through case analysis methods. Thus, it is imperative that one mode of scholarship not be seen as more or less valued than the other. Consequently, the department recognizes and values the scholarships of discovery, integration, application and pedagogy. Similarly, research in counselor education is comprised of various methodologies ranging from the traditional quantitative approaches to ethnographic and qualitative approaches. We believe that all scholarship, whether it is quantitative or qualitative, should be valued. Regardless of the variability in the pace and nature of scholarly activity, candidates should demonstrate scholarly productivity on their part and use of their scholarship by others. Lastly, where other disciplines may require single authorship and discipline-specific work, research and writing in counselor education will give equivalent recognition to collaborative and/or interdisciplinary scholarly activity. Based on these considerations, the faculty of the Department of Counselor Education considers the following outcomes to be acceptable:

- Authored or co-authored, peer-reviewed journal articles that are published or accepted for publication. (The Counselor Education Department Personnel Committee reserves the right to make individual judgments regarding manuscripts submitted, but not yet accepted for publication)
- Peer-reviewed and/or invited presentations at local, state, or regional conferences, national, or international professional organizations
- Other published works (e.g., book manuscripts under contract for publication, books, monographs, chapters in books, internet-based publications)
- Other written works (e.g., grant proposals, training manuals, or evaluation reports for external institutions/agencies).
- Professional activities as a consultant or practitioner that involve the creation rather than the application of knowledge and impact significantly on practice or policy (e.g., original research when consulting for a company, creating national standards for an accrediting organization, designing curricula for national or regional use, and/or significant program transformation)
- Reports from grant research
- TCNJ scholarly grants
- Editorship, reviewer, and guest reviewer of a peer-reviewed journal or book series
- Professional multimedia works (e.g., instructional videos and/or DVD's)

The following indicators of disciplinary scholarship quality serve as a guideline for evaluating a faculty member's completed scholarship. While the information below is expected to help generate a conversation and provide guidance, *it is not comprehensive and neither is each work under each category expected to meet all of the criteria within the category*. Given the evolving nature of the field, there may be other criteria that are not necessarily mentioned below, which candidates might articulate in their essay. Examples of appropriate scholarly venues may include:

For journal articles:

- a. Peer review
- b. Acceptance/rejection rates for the journal (if available)
- c. Professional sponsorship or other affiliation status of the journal
- d. Status of the journal editors within the subfield
- e. The nature and kind of audience that the journal reaches. In this regard, while it may be feasible to look at overall circulation in some instances, in other cases, it is not only the number of people that the journal targets that could be used as a criteria but also who the audience is comprised of.
- f. Citations of one's scholarly work by others is not required but could be used as another means to enhance the scholar's dossier and provide evidence on the impact of the scholar's work. Citations of one's work should be accompanied by the scholar's explanation of how the citations provide evidence of the contribution of the work to the current scholarly literature. This could also apply to the section on

books and conference presentations that follow.

For books (authored or edited):

- a. The quality of the publisher and recognition as an academic publisher
- b. Contribution to a book series
- c. Applicability of the book to the field of counseling and/or counselor education
- d. Books that provide an original contribution to the field or inform a certain area of discourse.
- e. Published reviews of the work

For applied scholarly activities:

- a. Scope of reports (e.g., technical reports, case study reports, program evaluation reports)
- b. Impact of the reports and the ways in which they apply current scholarship

For invited publications and presentations (these would include invited contributions to special issues of a journal, invited chapters in books, and invited addresses to meetings of professional organizations):

- a. The quality of the publisher
- b. The quality of the journal and the extent to which it is recognized for its contribution in the field
- c. The scope of the professional organization or journal extending the invitation, i.e., international, national, regional, or state

For conference presentations (e.g., symposia, papers, posters):

- a. A peer review process used for the conference
- b. The acceptance/rejection rates
- c. The scope of the professional organization sponsoring the conference, i.e. international, national, regional, or state

For grants:

- a. Scope of the agency and recognition in the field (e.g., local, state and/or federal government funding, foundations or organizations)
- b. Peer review by experts
- c. Acceptance/Rejection rates
- d. Receipt and amount of funding (grants not funded may be considered scholarly output albeit at a lower level than funded applications).

For editorial roles:

- a. Activities in the capacity of Editor-in-Chief, Associate Editor, or Assistant Editor
- b. Quality of the journal
- c. Guest Editor for a special issue of a journal
- d. Membership on an Editorial Board

- e. Invitations to serve as a review or an ad hoc reviewer on journal submissions, book chapters, grant applications, or conference presentations
- f. Membership on a grant review panel

Additionally, we recognize scholarship in emerging venues, such as online or Internet resources and webinars. Such scholarship, when conducted in conjunction with other recognized scholarly outcomes previously detailed, furthers growth in the field by exploring new boundaries of scholarly dissemination.

C. Criteria to Evaluate Different Types of Scholarly/Professional/Creative Work

It is expected that in order to be considered for reappointment, teacher-scholars in counselor education will demonstrate a desire to influence their field by establishing and disseminating a well-planned and consistent program of scholarly activity.

Emphasis on the Teacher-Scholar Model

As indicated in the section above, the specifics of a plan of scholarly activity may vary; therefore, the designated categories articulate the range of activities in which a teacher-scholar may engage. Since our research informs our teaching and our teaching informs our research, there should be a clear relationship between the two. Thus teaching excellence becomes an integral component of the scholarly pursuits of a teacher-scholar. If the candidate wishes to show how their contributions of service and teaching are well-integrated with their scholarly research agenda, then the candidate must present relevant documentation that provides evidence of the impact of their scholarship on their teaching and service. The Department Personnel Committee shall be apprised of the plan of scholarly activity annually and the assigned mentor shall monitor progress.

Consistency and Continuity in Scholarship

Related to the criteria of engaged scholarship is the expectation that scholars demonstrate consistency and continuity in their scholarship. While the direction of the scholarship might change with time and expand to new disciplinary or interdisciplinary directions, or new methodologies, it is important that scholars have a continually active agenda. Scholars may focus on one area or branch into different areas, but it is critical that they maintain a steady and ongoing program of scholarship that is characterized by presentations and dissemination of information. It is expected that rates of dissemination might vary given the disciplinary challenges in the field. Scholars are encouraged to articulate their goals and the ways in which their scholarship has grown and the shifts that have occurred. The department recognizes and values the fact that scholarship might involve taking risks, changing approaches, or developing new applications. While scholars are expected to have an active agenda, there may be times of lower productivity because of administrative duties, service, maternity leave, or health issues. Periods of lower productivity due to teaching, administrative, or service obligations do not preclude promotion to tenure, Associate Professor or Professor. Instead, such periods should be explained in the candidate's essay.

Impact of Scholarship:

The work of engaged scholars impacts in different ways. It impacts various communities including the TCNJ learning community of which the scholar is a part, the broader disciplinary or interdisciplinary community, professional communities, and the

lives of the children or adults that the discipline focuses on. The impact could also span different levels including local, state, national, and international levels.

For each level of evaluation (pre-tenure, tenure, promotion) the assessment of scholarship includes activities since the previous personnel action. Thus, a new faculty member might discuss scholarship and publication that occurred prior to employment at TCNJ as a means of establishing their scholarship core. But, in terms of accomplishments, primarily those achievements that occurred after their arrival would be considered.

Application for Tenure: It is expected that in the time period leading to the tenure application, faculty members should make steady progress towards a clearly defined program of scholarship that includes a preliminary scholarship agenda and demonstrates a carefully planned, thoughtful trajectory towards these goals. Whether faculty members pursue a single area of interest or multiple areas of interest, they should explicitly articulate the connections between these areas of interest and their goals for scholarship with the teacher-scholar model of the college. The scholarly record may include publication of one's dissertation research and the completion of scholarly work begun elsewhere, but for which the majority of the work has been completed after the initial appointment at TCNJ. Faculty members applying for tenure must demonstrate the ability to disseminate their work in recognized disciplinary or interdisciplinary scholarly outlets.

Associate Professor: According to the Promotions and Reappointment Document, promotion to Associate Professor requires continuing scholarly achievement since initial appointment. Thus, the scholarship program should clearly provide evidence that such activity has continued since the application for tenure. Scholarship at this level should demonstrate a sustained and engaged involvement. Candidates should continue to disseminate their scholarship in regional and national peer-reviewed conferences and seek peer-reviewed outlets for publications.

Professor: Promotion to professor requires a sustained pattern of achievement and a maturation of scholarship since attaining the rank of Associate Professor. This maturation of scholarship may be demonstrated in a number of different ways, including scholarship that addresses new or emerging issues in the field, publications in notable outlets, publications of book/s, invitations to publish, present, review, or serve in an editorial capacity, and successful grant activity. External review reports as required by the promotions document will provide further evidence of maturation. In addition, expanded student involvement in a faculty member's scholarship is valued as an indicator of maturation. Regarding the sustained nature of scholarship, it is expected that scholarly activity will be continuous throughout a faculty member's career. However, periods of lower productivity due to major teaching or service obligations (e.g., service as department chair or coordinator) do not preclude promotion to Professor; such periods should be explained in the promotion materials.

While the focus of teacher-scholar activity can be expected to change with the seasons of an academic career, continuity, reflection, and growth are expected to persist. We recognize that sometimes staying involved and remaining vibrant means taking risks to change focus, adopting a new methodological approach, or developing a new application. As a community of vibrant teacher-scholars, we are committed to recognizing, valuing, and supporting each others' unique paths of professional growth.

Following the example set by the TCNJ Promotions document, we have provided a side-by-side comparison for scholarship activities at each rank. The purpose of this comparison is only to provide a guide to help differentiate between qualifications by rank. It includes some significant examples of scholarly/creative/professional activity in support of promotion, but should not be read as a comprehensive list of requirements. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates might include. Given the nature of flux in our interdisciplinary fields, there may be other items that scholars could include in their portfolio which are not mentioned in this comparison.

Tenure
Publishing in peer reviewed venues
Presenting at juried or peer reviewed state, regional and national conferences of professional organizations

Associate Professor (The following outcomes are expected to be completed since appointment at TCNJ)	Professor (The following outcomes are expected to be completed since promotion to associate professor)
Publishing in peer-reviewed venues.	Continuing to publish in peer-reviewed venues.
Invited chapters	Invited chapters
Presenting at juried or peer-reviewed state, regional and national conferences or professional organizations.	Presenting at juried or peer-reviewed state, regional and national conferences or professional organizations Giving invited presentations at juried or peer-reviewed regional, national, and international conferences or professional organizations.
Having book manuscripts under contract for publication.	Having one or more published books.
Writing grant proposals.	Writing and obtaining grants.
Mentoring students in scholarship	Mentoring students in scholarship.

D. Scope, Quality, Importance, and Coherence of Scholarly/Professional/Creative Program

The Department of Counselor Education embraces the four standards for evaluating scholarship as delineated in the TCNJ Promotion Document, which include: 1) high quality work as judged by one's peers and students; 2) wide scope of recognition at the national, regional, or local level; 3) sustained effort, involvement, and record of accomplishment; and 4) impact of one's activities. However, because counselor education is a broad field of inquiry, we note that any application of standards needs to respect individual differences in scholarly programs and goals.

The framework we describe is intended to fit various types of scholarly programs and goals, but no one set of evaluative criteria will apply equally to all individuals. For this reason, each teacher-scholar in counselor education should articulate his or her plan for scholarly work, including short- and long- term goals and objectives, specific outlets for communicating scholarship, and the contexts in which their program is intended to have impact. Specific evaluative criteria should be determined in consideration of an individual's specific scholarship plan. However, teacher-scholars in counselor education are expected to maintain an ongoing program of scholarship that is marked by continued activity, productivity, and dissemination.

Teacher-scholars may choose a variety of different outlets for dissemination of scholarship, as appropriate to the targeted impact articulated in their teacher-scholar goals. All types of impact are valued. Some core of student impact is expected. Some core of disciplinary/applied impact is also expected. Recognized levels of impact include:

Impact on the field: Impact of scholarship on the field can be evident in diverse ways. Such an impact includes the importance of the information with respect to a) extending current insights into a problem or issue, b) providing new insights, c) expanding the current discourse in the field, or d) initiating a new discourse in the field.

Impact on practice: We recognize the impact of the work as it relates to children, families, communities, policies, or best practices in the field.

Impact on students: Teacher-scholars engage students in the process of critical inquiry and discovery both in critical theory and in action research in the field. Learning objectives for students include the development of intellectual habits necessary for life-long learning and productive citizenship. Teacher-scholar activities include active engagement of student interns in diverse scholarship with diverse audiences. Effective teacher-scholars have both intellectual depth and specialization as well as breadth and flexibility. Collaborative projects can apply diverse theory to real world problems that face schools, families, and communities today. We evaluate impact accordingly in terms of the significance of scholarly work for students' development as scholars and professionals (e.g., modeling and mentoring in research or clinical work, co-authoring scholarly presentations and publications, first-person discussions of the research process, and integrating research findings in courses). Publications and presentations that include student co- authors are highly valued. We recognize that the impact of scholarship on student and the community is more difficult to demonstrate tangibly. Nevertheless these are highly-valued areas of impact. There are no predetermined criteria for scholarly contributions in these areas. Thus, documentation of this type of impact is particularly important. Indicators of student impact may include

student co-authorship on presentations/publications; mentoring of student research activities, internship placements, independent study, and a research apprentices' pursuit of further graduate-level training. Measures of community impact might be found in technical reports or consultation to address issues of public policy and advocacy, expert review or letters about the quality and impact of applied work, and external evaluation of engaged scholarship.

As stated before in earlier sections, we value quality of scholarship over quantity. Therefore, productivity in terms of the numbers provided below are rough guidelines:

Tenure: Given the short "tenure clock" of TCNJ, it is reasonable to expect that in the years leading up to tenure, scholars will clearly articulate their goals and plans for scholarship. This would be a period where they would begin the trajectory towards these goals by working on new projects as well as disseminating recently completed scholarly work such as the dissertation. The individual plans of each scholar may look different. It is expected that scholars will have a range of tangible scholarly outcomes, including two publications (peer reviewed articles, grants, or chapters in a book, as indicated in Section B above) and two to three peer-reviewed presentations at national conferences since being hired at TCNJ.

Associate: By the time scholars are Associate Professors, it is expected that they would have more clarity in their scholarship plan. Not only are the goals more articulated, there is significant movement towards those goals. Scholars by this level should have begun independent or collaborative work on new scholarly projects. It is expected that scholars will have produced 5-7 tangible scholarly outcomes since arrival at TCNJ including two to three publications (peer reviewed articles, grants, or chapters in a book, as indicated in Section B above) and three to four peer-reviewed presentations at national conferences. Scholars at this level should also have taken initiative in integrating their scholarship into their teaching, mentoring and service.

Professor: By the time scholars are professors, it is expected that they have a clear scholarship plan and progress towards that plan. Maturation of scholarship is an important quality to consider. The scholar's research might explore diverse areas within the field, venture deeper into the disciplinary core, or take a risk to traverse interdisciplinary boundaries. Whatever the course of the scholarship, the scholar should be able to articulate its contribution to the current discourse, its connection to teaching, and service. Scholars at this level should have produced a range of 8-10 tangible scholarly outcomes that represent significant contributions to the field since being hired at TCNJ; including at least 4-5 publications (peer-reviewed articles, grants, or chapters in a book, as indicated in Section B above) and 4-5 peer-reviewed presentations at national conferences. A published book or a funded grant proposal could further enhance the candidate's portfolio.

For work that is sustained and matures over time, the following criteria are important.

Disciplinary or interdisciplinary impact: Scholarship at this level is based on a deep, engaged, and sustained involvement with the area/s of research. The scholar has had a significant time to not only ponder on but hone his or her approaches to the issues at the center of the research. He or she has also had the time to acquaint

him or herself with the historical changes or shifts in the discourse or conversations in the field. Thus, it is expected that by this time, scholars have a strong sense of why they have chosen the work that they do and what its contribution is to the disciplinary or the interdisciplinary fields.

- *Impact on teaching and service:* It is expected that such engaged scholarship would naturally have a wide impact. Engaged scholars reach out to engage diverse audiences. Such scholarship would provide rich avenues to inform teaching, mentoring of students, and service. Scholarship of this kind would result in the development of new programs, different ways to mentor students and bring more visibility to their emerging scholarship, as well as service.

E. Authorship.

As mentioned above, whereas other disciplines may require single authorship and discipline-specific work, research and writing in counselor education will give equivalent recognition to collaborative, co-authored, and/or interdisciplinary scholarly activity. Additionally, student engagement in the scholarly activities is highly valued; particularly in the capacity of co-authored works between faculty and students. Lastly, whether projects are considered “small” or “large” by external constituents, scholarly work in counselor education will be evaluated based on the impact of the work on the field, on practice, and on students.

*Parts of this document have been adapted or modified from the Psychology Department’s Disciplinary Standards for reappointment and promotion (Modified May 12, 2011) and the Disciplinary Standards from the Department of Special Education, Language and Literacy (Modified, September 2012). In addition, we have also drawn from the TCNJ Promotions and Reappointment document (February, 2011).

Disciplinary Standards