Department of Psychology
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.

_____   9/12/2012
Department Chair   Date

Benjami Rifki   9/13/12
_____
Dean   Date

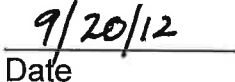_____   9/20/12
Provost   Date

The Psychology Department will next review its disciplinary standards in Academic Year 2017-2018.

I. PURPOSE

This document and the companion document, Psychology Standards for Teaching and Service, articulate guiding principles for the evaluation of candidates applying for reappointment and promotion within the Psychology Department. The purpose of these documents is threefold:

1) To present the departmental standards for Psychology faculty members who wish to apply for reappointment or promotion. These standards establish expectations in the three primary areas of teaching, scholarship and service, emphasizing the teacher-scholar role expected of all Psychology faculty. These standards are consistent with and augment the expectations set forth in the TCNJ Promotions and Reappointment Document (http://www.tcnj.edu/~fhb/Promotion-Reappointment2011.doc), as well as in MOA#62 (www.tcnj.edu/~aft/**moa/moa62-final.doc**).

2) To guide the creation and support of an environment that nurtures and appreciates the art of teaching along with the rigors of scholarship in a unique teacher-scholar model that serves the institutional mission. The Psychology Department has a formal mentor system for new faculty that seeks to support and guide them from the time of initial hiring through the tenure process.

3) To enable faculty to be their own best guides and advocates for their work by helping them to plan and make reasoned decisions about the conduct and communication of their teaching, scholarship and service, and to effectively articulate their unique goals, objectives, and standards for impact.

II. DEFINITION OF THE TEACHER- SCHOLAR ROLE

Standards for teaching and scholarship cannot be discussed without first describing the teacher-scholar model that has been adopted by the Psychology Department. Effective teacher-scholars have both intellectual depth and specialization as well as breadth and flexibility. Faculty will not only excel in teaching and scholarship but will also intertwine these two aspects of their professional lives. Teacher-scholars in Psychology engage students in the processes of critical inquiry and discovery. Learning objectives for students include the development of broadly-applicable intellectual habits necessary for lifelong learning and productive citizenship. Teacher-scholar activity includes active engagement of student apprentices in diverse types of scholarship and communication with diverse audiences (i.e., disciplinary and public), and fosters development of diverse potential student career goals.

Undergraduate research apprenticeships with faculty scholars are one pillar of student learning. Accordingly, undergraduate research collaboration is highly valued. In respect of disciplinary and methodological diversity of the Psychology faculty, there are many different kinds of scholarship in which students may become involved. In addition to serving as research apprentices on empirical projects, students may also be involved in collaborations

with faculty in which they apply psychological theory and research findings to real-world problems in real-world settings.

Faculty will begin to involve students in their scholarship at the start of their careers at TCNJ. Initially, faculty may expose students to their scholarship by disseminating information about scholarship opportunities and current issues in their subdisciplines. This might be achieved through formal or informal discussion with students, establishment of a lab, lab demonstrations, and participation in departmental or school events. By the time of tenure, faculty are expected to engage students in multiple aspects of their scholarly programs. For example, students may participate in faculty scholarship as research lab volunteers, or through completion of Individual Study projects, Collaborative Research courses, or Senior Experience courses. The products of this student participation may be disseminated through a variety of outlets, from completion of course requirements, to presentations at campus events or professional conferences, to professional publications.

For promotion to Associate Professor and Professor ranks, the involvement of students in scholarship will continue and expand to a level that is appropriate for the faculty member's specific scholarly program. Thus, it is recognized that in some programs, fewer students can become involved in faculty scholarship, whereas in others (e.g., those involving active labs) student involvement can include a greater number of students, some of whom might be involved over several semesters.

IIEVALUATING SCHOLARSHIP

Because Psychology is an interdisciplinary field, requiring both basic and applied research and a variety of methodologies, 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, as no one set of evaluative criteria will apply equally to all individuals. For this reason, each teacher-scholar 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 the program is intended to have impact.

A. Continuity and Planning
Teacher-scholars in the Psychology Department are expected to establish a continuous and carefully-planned program of scholarship. Teacher-scholars may concentrate on one type of scholarship (basic, applied, pedagogical) or may distribute their scholarship across the different types. Teacher-scholars are expected to maintain an ongoing program of scholarship that is marked by continued activity, productivity, and dissemination. Rates of dissemination will vary with specific teacher-scholar goals.

An important element of all personnel reviews is the teacher-scholar's future plans and goals. While a primary focus may be on accomplished contributions, it is also very important to respect and support the continued vibrancy of teacher-scholar activity. 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.

B. Methodological Ingenuity
Methodological diversity is valued and respected. Part of the evaluation of the contribution of work involves the degree of sophistication and innovation involved in the methodology. Special appreciation is given for the challenge of establishing a research laboratory, working with a difficult-to-reach population, adopting a challenging design (e.g., longitudinal design), applying a resource-intensive data analysis approach (e.g., qualitative analysis), or establishing cross-disciplinary and community-collaborative partnerships. Publications and other recognized scholarly outlets that utilize such methods are afforded particular weight in decisions for supporting tenure or promotion.

C. Disciplinary Core
Teacher-scholars should have a core of "disciplinary" (see next paragraph for definition of "discipline") scholarship disseminated in nationally-recognized outlets such as peer-refereed journals, books, and chapters in edited volumes. Despite the diversity of the field of psychology, there is consensus that these types of outlets carry the most weight for evaluating disciplinary contribution, even though they are not the only outlets of value. The relative proportion of this disciplinary core in one's scholarship program may vary; for some faculty basic disciplinary scholarship may be the predominant focus, whereas for others, disciplinary scholarship may be balanced with other scholarly initiatives. If traditional scholarship productivity is lacking, the candidate must justify this lack with evidence of alternative productivity such as professional reports, products, techniques/therapies, etc. 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.

Psychology is a vast field composed of many sub-disciplines, some of which are interdisciplinary in focus. Therefore, disciplinary contribution is represented by an individual faculty member's role in a sub-disciplinary niche. Sub-discipline variation in size and scope does not imply differential significance. The Psychology Department values equally contributions throughout the range of subfields (including interdisciplinary subfields). We recognize that the scholarly outlets for interdisciplinary fields and select subfields may not lie in mainstream Psychology journals. It is for this reason that a broad range of indicators are detailed below as measures of outlet quality.

Regarding authorship, first-author and single-author publications are clearly valued. However, Psychology is a collaborative field, and multiple-author publications are common. Scholarly work completed with students is highly valued because of the inherent challenges of mentoring a student collaborator through the professional publication process, and because of the importance of such experiences to the pedagogical mission of the teacher-scholar. For all multiple-authored works, the amount and nature of the faculty member's contributions must be clearly specified.

D. Indicators of disciplinary scholarship quality

The following tangible indicators of disciplinary scholarship quality serve as a basis for evaluating a faculty member's completed scholarship. They can also be used to guide faculty members' choices of scholarship dissemination outlets. Such considerations will assist faculty in choosing the outlet with the greatest disciplinary impact. Disciplinary impact may include basic, applied, or pedagogical impact. Faculty should articulate all intended impacts of the work in the rationale for choice of a particular outlet.

For journal articles:

    a. Peer review
    b. Acceptance/rejection rates for the journal
    c. Professional sponsorship or other affiliation status of the journal
    d. Status of the journal editors within the subfield
    e. Inclusion of journal abstracts in PsycINFO and/or PubMed
    f. Total circulation of the journal
    g. Article citations (*SSCI*) 5 or more years after publication date
    h. Average citation record for the journal as assessed by *JCR* impact factors within the subfield
    i. Citation frequency for the article

For books (authored or edited):

    a. The academic standing of the publisher, e.g. university press, national recognition as an academic publisher
    b. Published reviews of the work
    c. Evidence of readership, e.g. size of the press run, sales, course adoptions
    d. Citation frequency

For applied scholarly activities:

    a. Number and scope of reports (e.g., technical reports, case study reports, program evaluation reports)
    b. Frequency and range of use of a product (e.g., psychological test)

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 stature of the editor of the special issue or book
    b. The stature of other contributors to the publication or meetings of professional organizations
    c. The academic standing of the publisher
    d. The readership of the journal or book (circulation, number printed, etc.)

e. The scope of the professional organization extending the invitation, i.e., international, national, regional, or local

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

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

For grants:
a. Academic standing of the agency (e.g., federal funding from NIH or NSF, national foundations such as Ford)
b. Peer review by experts
c. Acceptance/Rejection rates
d. Scores received (e.g., applications without funding may still be highly ranked in the very competitive federal system)
e. Length and complexity of application
f. 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. Guest Editor for a special issue of a journal
c. Membership on an Editorial Board
d. Invitations to serve as an ad hoc reviewer on journal submissions, book chapters, grant applications, or conference presentations
e. Membership on a grant review panel

For professional honors, awards, and other forms of recognition:

a. Election as an officer of a professional organization, including consideration of the scope of the organization, i.e., international, national, regional, or local
b. Recognition through fellowship status in a professional organization, including consideration of the scope of the organization
c. Awards, prizes, and other forms of recognition, including consideration of the scope of the organization presenting the award

E. Diversity of Impact

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. Faculty scholarship is expected to show both student impact and

disciplinary impact, as well as expansion over time into multiple types and levels of impact. Recognized types of impact include:

1) Impact on Students: The Psychology Department considers the significance of the faculty member's scholarly work for students' development as scholars and professionals. The impact of faculty scholarship on student learning is an explicit principle of the teacher-scholar model. Examples of teaching-scholarship integration include but are not limited to: integrating one's scholarship into course material through discussions, demonstrations, and modeling; providing opportunities for research training and collaboration through Collaborative Learning courses, Individual Study, and Senior Honors Theses; sponsoring field work and internships related to faculty research expertise; and mentoring students through the scholarly dissemination process by including students as authors on publications and conference presentations, as appropriate. Indicators of student impact may include student co-authorship on presentations and publications offered to one's discipline or the local TCNJ community, mentoring of student research activities in TCNJ research labs, internship placements, independent study projects, and undergraduate research apprentices' pursuit of graduate training.

2) Disciplinary Impact (e.g., advancing basic and/or applied knowledge): Disciplinary impact includes the importance of information (theory, empirical data, methodological innovation, application) for disciplinary progress and typically includes dissemination in peer-reviewed disciplinary journals. Across successive publications, distinct and progressive contributions are valued (in contrast to multiple dissemination of similar work). Section D above describes evaluation of impact of one's scholarship on the discipline.

3) Real-world Impact: We recognize impact in various types of communities, such as applied professional, public, organizational, and policy; impact can occur at different levels, including local, state, national, and international. Examples of service-scholarship integration that might result in such community impact include but are not limited to: writing of technical or program evaluation reports; consultation or case study development; development of psychological testing instruments; or developing community-collaborative partnerships. Service-scholarship integration can be assessed through providing these technical reports or program evaluations; or external evaluations (e.g., letters from directors of community organizations or scholars in one's discipline) attesting to the value of one's scholarship to the community.

We recognize that the impact of scholarship on student and community can be difficult to demonstrate tangibly. Nevertheless these are highly-valued types of impact. There are no predetermined criteria for scholarly contributions in these areas. Thus, documentation of these types of impact is particularly important. Moreover, when this work results in scholarly products (e.g., publications with student authors, technical reports presented to community partners), these products are evaluated using the indicators listed in D above.

F. Determining Quality and Productivity of Scholarly Work

Consistent with the Promotion and Reappointment Document, the basis of evaluation for tenure is the entirety of the candidate's scholarly record achieved since initial appointment to TCNJ. The criteria for tenure described here apply to all candidates applying for tenure, regardless of rank.

By the time of application for tenure, it is expected that candidates will have a minimum of two substantial publications (or the equivalent) and will have demonstrated evidence of a sustainable program of scholarship that has and will continue to involve undergraduate students. A substantial publication is defined as a major work on which the candidate is first or sole author and which was selected by a peer-review process to appear in a discipline-appropriate journal or scholarly book. Candidates whose records do not include two substantial publications as defined here must explain how their scholarly products meet or exceed this minimum requirement. Such candidates must 1) have at least one peer-reviewed publication, 2) have more than two scholarly publications, and 3) provide evidence of a scholarly program that is sustainable and will yield future substantial publications as defined here.

Evidence of publications is not, in and of itself, sufficient for tenure. That is, in addition to the expectation of two substantial publications in discipline-appropriate outlets, it is equally important to demonstrate the programmatic aspect of one's scholarship. A successful scholarship program will be exemplified by:

1) Systematic plan and appropriate goals for scholarship – The candidate must demonstrate the continuous, vigorous, and carefully-planned nature of his or her scholarship, including the ways in which past and future projects address an articulated set of scholarly goals. Faculty members who have multiple lines of scholarship should articulate their plans and goals for each line. An applicant for tenure may discuss scholarship that occurred prior to employment at TCNJ as a means of establishing his or her disciplinary core and/or the foundation of present work.

2) Appropriate student involvement - Faculty should establish a scholarship program that can incorporate students in some way and should demonstrate the beginning of appropriate student collaborations by the tenure application. Evidence for these collaborations could come from publications and/or conference posters/presentations with student coauthors or by sponsoring Lab Learning courses, 400-level courses, independent studies, or honors theses.

3) Primary responsibility for scholarship – Faculty must demonstrate that they are independent scholars in that they provide the conceptual impetus for a majority of their scholarly activities, rather than primarily following the scholarly initiatives of a colleague or mentor. For a multi-authored work to provide evidence of a faculty member's independent scholarly initiatives, the faculty member's role in the work must

be clearly described. By the time of tenure, at least some of the faculty member's scholarship must derive from his or her own intellectual initiatives.

4) Work initiated at TCNJ – Scholarship begun at TCNJ is most highly valued. By the tenure decision, faculty should provide evidence of new in-progress scholarship to demonstrate work that is independent of work completed while in graduate school; this may come in the form of new lines of research or extensions of previous lines, with the use of new methodologies or theoretical frameworks, or from work that poses novel research questions. The scholarly record may also 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. For a publication to be considered toward the required minimum for tenure, the majority of manuscript writing must be completed after initial appointment. This writing may include extensive rewriting, reconceptualization, reanalysis, or addition of new data for papers drafted prior to appointment, including papers that were previously submitted for publication.

5) Record of appropriate dissemination of scholarly products – Candidates for tenure and promotion must have demonstrated the ability to disseminate their work in recognized scholarly outlets (e.g., in journals, through academic presses, at professional conferences) that are appropriate to their discipline. Evidence of such ability to bring one's scholarly products to the larger academic discipline is required for tenure and promotion.

According to the Promotions and Reappointment Document, promotion to Associate Professor requires continuing scholarly achievement since initial appointment. Thus, the scholarship program should clearly exceed the 5 criteria for tenure indicated above, and must also demonstrate that scholarly activity has continued since the application for tenure. Criterion 3 (primary responsibility for scholarship) is of particular importance in the evaluation of candidates for promotion to Associate Professor and must be clearly established.

Promotion to Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly record. This maturation may be demonstrated in a number of ways, including: completed scholarship that tackles notable methodological, theoretical, or practical challenges; publications in prestigious outlets; invitations to publish, present, review, or serve in an editorial capacity that reflect recognition of scholarly attainments by others in the field; prizes or awards for scholarly excellence; high scholarly productivity; frequent citations of work suggesting its value to the field; and successful grant activity. Required formal External Review reports may also provide 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) do not preclude promotion to Professor; such periods should be explained in the promotion materials.

IV. DEPARTMENTAL MENTORING

Both formal and informal mentoring will be provided to each faculty member through the tenure decision. It is the goal of the Psychology Department to provide intensive mentoring in the first two years, with the goal of gradually reducing reliance on mentorship as time progresses. New faculty will be assigned a minimum of one formal mentor. Mentors will offer guidance in the following areas: feedback on course syllabi, assistance in interpretation of student evaluations, and guidance in the first time preparation of reappointment materials. At the end of the first year, new faculty will be offered the opportunity to prepare a preliminary dossier in anticipation of the reappointment process for the following (2nd year). Sometime in the fall or early winter of the second year, the mentor, along with other tenured faculty, will provide feedback to the new faculty member on this preliminary dossier. Extensive guidance on writing, organization, and presentation will be provided at this time. Such feedback is designed to be given before the formal submission of reappointment materials to the department. It is the role of the Department Personnel Committee (DPC) to evaluate reappointment materials. Should a faculty mentor also serve on the DPC, his or her role at the time of submission becomes an evaluative one where feedback is provided on the accomplishments of the applicant and not on the format or preparation of the application itself. In subsequent years, feedback and guidance will be available from the mentor, but it is anticipated to be at a reduced level.

After a successful tenure review, faculty members are encouraged to continue consultations with their colleagues for mentorship in their professional development, including preparation for promotion to Associate Professor and Professor. Similarly, members of the Psychology Department are expected to provide such informal mentorship to their colleagues as needed and appropriate.

V. DOCUMENT REVIEW

These Disciplinary Standards shall be reviewed at a minimum of every 5 years by the Chair in conjunction with the Advisory Committee or an ad hoc committee convened for the purpose of reviewing the Disciplinary Standards. Reviews will occur more frequently when changes arise such as changes to the TCNJ reappointment or promotions process or relevant contractual obligations