Department of Psychology
The College of New Jersey
Disciplinary Standards for Reappointment, Tenure, and Promotion
Revised May 2025
Submitted for CFA Review May 2025
Approved by CFA and Deans Council

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. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.

_____   June 10, 2025
Department Chair   Date

Christopher Fisher
_____   06/17/2025
Dean   Date

Suzanne S. McCotter
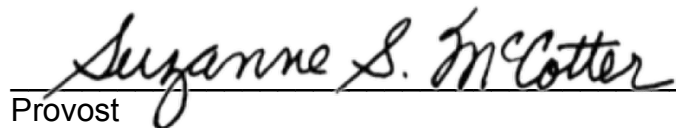_____   6/18/2025
Provost   Date

The Psychology Department will next review its disciplinary standards in Academic Year 2030-2031.

I. PURPOSE

This document articulates guiding principles for the evaluation of candidates applying for reappointment and promotion within the Psychology Department. This document was developed to align with the mission of the School of Humanities and Social Sciences and the overall College.

The purpose of our Disciplinary Standards 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 scholarship, emphasizing the teacher-scholar role expected of all Psychology faculty. These standards are consistent with and clarify the expectations set forth in the TCNJ Promotions and Reappointment Document.

2) To guide the creation and support of an environment that nurtures and appreciates the rigors of scholarship in a unique teacher-scholar model that serves our primarily undergraduate institution. 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 scholarship and to effectively articulate their unique goals, objectives, and standards for impact.

II. DEFINITION OF THE TEACHER-SCHOLAR ROLE

Effective teacher-scholars have intellectual depth and specialization as well as breadth and flexibility. Faculty are expected to intertwine these two aspects of their professional lives. Teacher-scholars in Psychology engage students as accomplished learners 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 through completion of Individual Study projects, Collaborative Research courses, Senior Experience courses, or as research lab volunteers. 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, 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.

III. EVALUATING SCHOLARSHIP

Because Psychology is an interdisciplinary field, involving 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 candidate for reappointment and/or promotion should articulate their 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, community-engaged, 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; however, productivity may vary with one's specific teacher-scholar goals, as well as with service commitments and family/health circumstances.

An important element of applications for promotion to Associate Professor and Professor 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 other's 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. Consideration is given for the challenge of establishing a research laboratory and for time-consuming methodological choices, such as 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. We recognize that such scholarly choices may reduce one's level of scholarly output, but that some important research questions warrant the use of time-consuming methods.

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 contributions throughout the range of subfields equally (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, and in some cases the lead author on a publication is listed last. 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, h-index

For books or book chapters (authored or edited):

    a. Whether the publisher is an academic (e.g., Wiley, Routledge, American Psychological Association) or University (e.g., Oxford) press
    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. Whether the publisher is an academic (e.g., Wiley, Routledge, American Psychological Association) or University (e.g., Oxford) press
   b. The readership of the journal or book (circulation, number printed, etc.)
   c. 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. Scope of the agency (e.g., federal funding from NIH or NSF or national foundations such as Ford vs state and local grants)
   b. Peer review by experts
   c. Acceptance/Rejection rates (if available)
   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 professional honors, awards, and other forms of recognition of scholarly contribution to the field:

   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 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 students and the 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 for Reappointment during the Pre-Tenure Period

In order to earn re-appointment during the pre-tenure (i.e., probationary) period, it is expected that candidates make progress toward the standards for tenure, as articulated below. Candidates should establish an active research program that involves undergraduate students, some of which was initiated at TCNJ. Candidates should also show evidence of progress toward the expected scholarly products for tenure (e.g., submission of peer-reviewed articles and/or grants, drafts of invited chapters and/or chapters in peer-reviewed books, and conference presentations).

G. Determining Quality and Productivity of Scholarly Work for Tenure and Promotion to Associate Professor

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 three 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 the lead author and which was selected by a peer-review process to appear in a discipline-appropriate journal or scholarly book.** Lead author is defined as the author who contributed the largest share of intellectual impetus and scholarly expertise to the work. Often the lead author is the first author on a publication. In some disciplines, however, the lead author may be listed last. If co-authors were undergraduates working under the direction of a faculty member, the faculty member is understood to be the lead author regardless of the order in which authors' names appear on the publication. Candidates are responsible for explaining their relevant disciplinary norms and identifying their lead-authored work in their promotion materials.

Further, publications that are counted toward the application for tenure or promotion must be based on research that complies with the relevant ethical standards of the candidate's sub-discipline and the Code of Conduct for the Psychology Department. Publications may be excluded from consideration toward tenure or promotion in the event that concerns are raised about the ethical conduct of the candidate (e.g., if the publication is retracted, or the publisher issues a statement of concern about the publication).

Candidates whose record does not include three **substantial publications** as defined above must explain how their scholarly products meet or exceed this minimum requirement. Such candidates must, at a minimum, 1) be an author on at least one peer-reviewed publication, 2) have more than two additional non-peer-reviewed scholarly publications in acceptable disciplinary outlets, and 3) provide evidence of a scholarly program that is sustainable, directed by the candidate, and likely to yield future substantial publications as defined here.

Evidence of publications is not, in and of itself, sufficient for tenure and promotion. That is, in addition to the expectation of three substantial publications in discipline-appropriate outlets, it is equally important to demonstrate the programmatic aspect of one's scholarship. Consistent with the College Promotion and Reappointment Document, candidates are responsible for explaining how their scholarship represents a coherent, programmatic research stream. A successful scholarship program will be exemplified by:

1) Systematic plan and appropriate goals for scholarship – The candidate must demonstrate the ongoing, 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. Candidates are responsible for explaining the presence of any gaps in their record of productivity and for demonstrating that their output subsequently resumed, or will resume, with time. We define a "gap" in the record as any 12-month period in which no scholarly products (e.g., conference papers/presentations, chapters, cases, articles, test reviews) were generated. Faculty members who have multiple lines of scholarship should articulate their plans and goals for each line. In addition, the candidate must establish that the scholarly program will continue in the future, for example by documenting work in progress and by describing plans to meet future scholarly objectives.

2) Appropriate student involvement - Faculty should establish a scholarship program that incorporates students in some way and yields peer-reviewed scholarly outcomes with student collaborators. Scholarly products that are co-authored with students should stem from close mentorship of students (e.g., through MUSE, collaborative research courses, independent studies, theses) as appropriate to the candidate's scholarly methodology. Names of student collaborators should be underlined wherever they appear in the candidate's dossier.

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 and promotion to Associate Professor, it must be clearly established that the candidate is an independent scholar who drives their own research program.

4) Work initiated at TCNJ – An applicant for tenure may discuss scholarship that occurred prior to employment at TCNJ as a means of establishing their disciplinary core and/or the foundation of present work, but scholarship begun at TCNJ is most highly valued. The scholarly record may include publication of one's dissertation research and the completion of scholarly work begun

elsewhere, but the candidate is responsible for documenting evidence of new scholarship initiated at TCNJ and explaining how their scholarship has progressed over the five-year tenure period. 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. Conference presentations, including poster presentations, are an especially valuable way to document new work in progress that was initiated at TCNJ, particularly for models of scholarship for which the time from initiation to publication is protracted.

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.

H. Determining Quality and Productivity of Scholarly Work for Promotion to Professor

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. Thus, at the time of application for promotion to Professor, the faculty member's scholarly record must exceed the five criteria indicated above. The programmatic and self-directed features of the candidate's work are particularly important to demonstrate. Regarding the sustained pattern of achievement, precise guidelines are impossible to specify because patterns of scholarly output vary based on several factors (e.g., methodology, subject population, type of scholarly product). It is expected that the candidate will produce several peer-reviewed publications during the period since their last promotion. It is the candidate's responsibility in their application (e.g. the professional development essay, supplemental information) to describe how their scholarship program demonstrates "a sustained pattern of achievement." Candidates may wish to establish baseline publication rates with which they can compare their productivity since promotion to Associate Professor. Potential sources of such baselines include the candidate's own prior rate of productivity and/or productivity rates compiled by the Department or comparable institutions or published in peer reviewed journals or other reputable sources. Periods of lower productivity due to major teaching or service obligations (e.g., service as department chair) do not preclude promotion to Professor; however, such periods should be explained in the application materials. Required formal External Review reports should also provide evidence of sustained productivity and scholarly maturation..

Scholarly maturation will be evident in characteristics of the scholarship itself and in the regard shown for that scholarship by disciplinary colleagues. Regarding the scholarship itself, maturation may be demonstrated in a number of ways, including: completed scholarship that tackles notable methodological, theoretical, or practical challenges; high scholarly productivity; and successful grant activity. Scholarly maturation will also

be evident through recognition of scholarly attainments by others in the field, for example as demonstrated by: publications in prestigious outlets; invitations to publish, present, review, or serve in an editorial capacity that reflect recognition of one's scholarly attainments by others in the field; prizes or awards for scholarly excellence; and frequent citations of work suggesting its value to the field. Required formal External Review reports should also provide evidence of maturation.

In addition, expanded student involvement in a faculty member's scholarship is valued as an indicator of maturation, to the extent that this is attainable given the characteristics of the faculty member's scholarship and the prior level of student involvement. Expanded student involvement may be shown in a number of ways, including greater sophistication of students' scholarly activities, increase in the number of students involved or number of semesters during which students are involved, or increase in students' attainment of co-authorship on professional publications and presentations.

IV. DOCUMENT REVIEW

These Disciplinary Standards shall be reviewed 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