

**The College of New Jersey
Psychology Department
2025-2030 Strategic Plan**

Mission Statement

The Psychology Department is a vibrant community of faculty, staff, students, and alumni who value the processes of critical inquiry and discovery in the laboratory, the classroom, and the community. Consistent with the mission of the School of Humanities and Social Sciences, we strive to provide experiences through which our students can become analytical, critical, and creative thinkers, conscientious and active global citizens, and lifelong learners and leaders. Through the entwined roles of teaching and scholarship, we strive to prepare our students to contribute to their communities and pursue their chosen careers.

Student Learning Outcomes

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| 1. Written Communication | 8. Intercultural Competence |
| 2. Oral Communication | 9. Respect for Diversity |
| 3. Scientific and Quantitative Reasoning | 10. Ethical Reasoning and Compassion |
| 4. Technological Competence | 11. Preparation to Participate in Civic Life |
| 5. Critical Analysis and Reasoning | 12. Psychological Knowledge |
| 6. Information Literacy | 13. Applying Psychology |
| 7. Interpret Language and Symbol | 14. Career Preparation |

Strategic Plan

The teacher-scholar model is at the heart of the Psychology Department's Strategic Plan. Teacher-scholars in psychology engage students in the processes of critical inquiry and discovery, which link teaching and research in a dynamic, reciprocal process. Fundamentally, we believe that being a *teacher-scholar* means that teaching and mentoring students enriches our scholarship and professional practice, and that our professional activities make us engaging and expert teachers in turn. A key element of the teacher-scholar model in psychology is support for undergraduate research apprenticeships with faculty scholars and support for student internships. Accordingly, Experiential Learning Opportunities in Psychology (ELOPsy), which include collaborative research with faculty as well as internship experiences, are highly valued in our department.

We also recognize the rising costs of and diminishing state and federal funding for higher education. In order to meet these challenges, we will ensure: (a) that students graduate in four years and obtain a strong return on their investment; and (b) that we maintain strong demand for our programs, diversify our sources of funding, and continue to manage our finances effectively.

Looking forward, and building on the work of the [2018-2023 Strategic Plan](#), we have five goals:

1. Engage all students in the hands-on practice of contemporary psychological science.
2. Prepare all students for post-graduate career and educational placements.
3. Retain all students and graduate them on time.
4. Prepare students to apply the skills they learn in the major to address problems in their local communities, the nation, and the world.
5. Increase the Department's financial sustainability.

What follows is a list of activities and metrics we will pursue in the service of these goals.

1. Engage all students in the hands-on practice of contemporary psychological science.

- a. Achieve 100% student participation in Collaborative Research by the end of AY 28-29.
- b. Engage students in the diverse and rigorous methods of psychology by:
 - i. integrating open science practices into the methods core;
 - ii. introducing qualitative methods into PSY 121 and elsewhere in the curriculum; and
 - iii. instructing students in the use of modern, open source, reproducible statistical software for data analysis (e.g., *jamovi*).

2. Prepare all students for high-quality post-graduate career and educational placements.

- a. Increase student participation in internships and transferable skills development by:
 - i. offering a classroom-based course for non-clinical internships;
 - ii. considering implementing work-based ELOPsy experiences; and
 - iii. creating a new departmental committee or role to manage partnerships.
- b. Benchmark post-graduate job (with starting salary and time-to-employment) and educational placements by:
 - i. Increasing connections with recent alumni by creating a Departmental Fundraising and Alumni Engagement Committee;
 1. holding at least one alumni event annually and
 2. creating and maintaining alumni accounts on social media and increasing engagement from baseline.

3. Retain students and graduate them on time.

- a. Achieve a 4-year (2-year for transfer students) graduation rate above 82% (baseline 78% for 2020 cohort) for all student groups regardless of student status (i.e., first-year, transfer), academic and economic background (i.e., first-generation, continuing generation; Pell-eligible, non-Pell-eligible; EOF, non-EOF) by the end of AY 29-30 by:
 - i. implementing all HSS Learning Goals;
 - ii. reviewing and revising current advising sequence to capitalize on the new cohort advising model;

- iii. comparing DFW (D grade, F grade, or Withdraw) rates in PSY 390 to PSY 299; and
- iv. creating annual activities for advising “cohorts” to increase student belonging.

4. Prepare students to apply the skills they learn in the major to address topics in their local communities, the nation, and the world.

- a. Model engagement with relevant real-world issues with a speaker series in which a group of psychology faculty and/or alumni address an issue of contemporary importance from a psychological perspective.
- b. Add one additional course with a CEL designation to the curriculum.

5. Increase the Department’s financial sustainability.

- a. Continue to advocate with the Dean and Provost for resources (e.g., faculty lines, adjunct budget, lab budget, travel budget) commensurate with the department’s large size, high demand among students, and exemplary student and faculty outcomes.
- b. Work with admissions to market program strengths (e.g., universal research participation) and create 1 or 2 new programs in high-demand subject areas (e.g., creating, combining, or rebranding other specializations).
- c. Make effective use of Department resources by:
 - i. mentoring, tenuring, and promoting all junior and mid-career faculty members;
 - ii. revising Departmental policies and procedures to integrate Clinical Specialists;
 - iii. reducing adjunct sections by at least 10% (from AY 23-24) by end of AY 27-28 by streamlining the curriculum;
 - iv. reviewing and revising the structure of Departmental Committees in bylaws in order to make efficient use of faculty and staff time and support strategic goals.
- d. Diversify sources of funding for faculty-student collaboration and transportation and income support for unpaid internships by:
 - i. charging the Departmental Fundraising and Alumni Engagement Committee with raising funds to contribute \$5k annually to lab budgets and student travel to conferences through alumni donations, gifts, and/or corporate sponsorships.