

Section:	II.3.61	
Title:	Disciplinary Standards	
Effective Date:	April 21, 2017	
Approved By:	Provost	
Responsible Unit:	Academic Affairs (609) 771-3080; academic@tcnj.edu	
Related Documents:	N/A	
History:		
<u>Version</u>	<u>Date</u>	<u>Notes</u>
2.0	April 21, 2017	Revised
1.0	2010	New Policy; initial release

I. INTRODUCTION

Disciplinary Standards are those standards by which individual departments and programs at The College of New Jersey evaluate the scholarly accomplishments of their faculty members. This policy sets out the principles and criteria are to be addressed in all Disciplinary Standards. It also describes the processes by which the standards of individual disciplines are to be approved.

II. DEFINITIONS

N/A

III. POLICY

A. *General Principles for Disciplinary Standards*

Disciplinary Standards across the College should serve to maintain the high level of accomplishment and engagement that we expect from our faculty members and librarians as teacher-scholars and librarian-scholars, should be reasonable given TCNJ's workload and profile as a primarily undergraduate institution, and be flexible to provide maximum opportunity for faculty members' accomplishments to be evidence for normal progression through the academic ranks.

Moreover, Disciplinary Standards must address a common set of principles so that faculty from diverse departments and programs may receive similar guidance regarding the evaluation of their scholarly, professional, and creative activities. To that end, the lettered principles and numbered criteria listed below are required in all Disciplinary Standards; that is, each principle and criterion must be addressed in the Disciplinary Standards in some way. However, the expectations developed in response to each

criterion will vary across departments/programs, and it is possible that some criteria will be deemed inapplicable by a given department or program. For example, each Disciplinary Standards document will outline expectations regarding involvement of students in faculty/librarian scholarship; however, the expectations outlined by individual departments/programs are likely to differ. Moreover, each criterion may be addressed in multiple ways. For example, regarding the evaluation of the quality of scholarly or creative products, one department may define appropriate outlets in terms of objective criteria such as impact factors, whereas another department may provide lists of preferred and acceptable outlets. This flexibility allows departments and programs to develop unique and appropriate Disciplinary Standards.

Disciplinary Standards are intended to:

1. guide new faculty and librarians in their quest for reappointment, tenure, and promotion within the teacher-scholar/librarian-scholar model;
2. to promote the development of tenured faculty and librarians as teacher-scholars/librarian-scholars;
3. guide the Promotion and Reappointment Committee (PRC) in evaluating candidates for reappointment, tenure, promotion, and periodic post-tenure review; and
4. foster an environment that supports faculty and librarians dedicated to the missions of TCNJ and their respective departments and programs.

B. Guiding Principles for Drafting Disciplinary Standards Documents

- i. All Disciplinary Standards must include minimum expectations for scholarship for:
 1. reappointment during the probationary period, tenure, and promotion.
- ii. Since 2015, the reappointment of Assistant Professors or Librarians III to the 7th year (tenure) is awarded with promotion to Associate Professor or Librarian II, respectively. Thus, departments and programs must define minimum expectations in the disciplinary standards for:
 1. reappointment, tenure and/or promotion to Associate Professor or Librarian II, and promotion to Professor or Librarian I.
- iii. Expectations for reappointment are normally defined for Assistant Professors or Librarians III, although TCNJ also hires faculty at the Associate Professor or Librarian II and Professor or Librarian I levels. Expectations may be defined in general or for each of the years of the probationary period. Note that the Promotion and Reappointment Document also contemplates faculty applying for early promotion or tenure.
- iv. Expectations for tenure are normally defined for untenured Assistant Professors and Librarians III; in these cases, tenure will be accompanied with promotion to Associate Professor or Librarian II. An untenured Assistant Professor or

Librarian III applying for tenure or an untenured Associate Professor or Librarian II applying for promotion must meet these same expectations; similarly, a tenured Assistant Professor or tenured Librarian III applying for promotion to Associate Professor or Librarian II must meet these same expectations.

- v. Expectations for promotion to Professor or Librarian I must be met by any tenured or untenured faculty seeking promotion to Professor or Librarian I and by untenured Professors or Librarians I seeking tenure.

C. Required Elements for Disciplinary Standards

The following are the required elements for all department and program Disciplinary Standards.

- i. Alignment with Key Institutional Documents and Values

All Disciplinary Standards must be consistent with:

1. The Mission of the College, School, and Department/Program
2. The identity of TCNJ as a primarily undergraduate institution with a select number of targeted masters programs
3. The expectation that faculty members are to be accomplished and engaged teacher-scholars and/or librarian-scholars and students are to be accomplished and engaged learners
4. The Promotion and Reappointment Document

- ii. Categories of Acceptable Scholarly/Professional/Creative Work

All Disciplinary Standards must include:

1. Clear articulation of the range of tangible scholarly outcomes recognized in the discipline (e.g. journal papers, books, conference proceedings, exhibits, performances, grants and grant proposals, conference presentations, invited lectures)
2. Clear articulation of the range of modes of scholarship (e.g. Boyer; scholarship of discovery, scholarship of application, scholarship of pedagogy)
3. Flexibility in support of diverse paths in scholarship/professional/creative activity
4. Recognition of discipline-specific challenges for scholarship in the given field (e.g. international travel for some fields)
5. Clarity and flexibility of criteria to evaluate the quality of the venue in which scholarship is disseminated; flexibility to allow for the establishment of new venues and genres (e.g. emerging online venues)

6. Recognition of interdisciplinary work, when it is offered as part of a promotion or reappointment application, and indication of how to evaluate it

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

All Disciplinary Standards must include:

1. Clarity and flexibility of criteria to evaluate the quality of different scholarly/professional/creative products
2. Criteria to evaluate scholarship in the context of our College's value of teaching/librarianship
3. Clear articulation of criteria for assessing the contribution of a scholar's research agenda disseminated in non-traditional formats.

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

All Disciplinary Standards must include:

1. Clear articulation of how the department/program evaluates the scope (regional, national, international), quality, and importance of a scholarly/professional/creative project (e.g. not all disciplines have quantitative impact factors, but all disciplines can evaluate importance qualitatively)
2. Indication of the value of student involvement in, or the contribution to, scholarly/professional/ creative work
3. Clear articulation of productivity expected (i.e. provide guidepost numbers, not hard and fast numbers)
4. Clarity for evaluating the quality and coherence of a sustained and ongoing program of scholarly/professional/creative work that matures over time

v. Authorship:

All Disciplinary Standards must include:

1. Clear articulation of the ways in which the department/program evaluates different authorship patterns (e.g. single author v. multiple author) in scholarly/professional/creative projects
2. Clear articulation of how the department/program evaluates scholarly/professional/creative work that results from smaller vs. larger scale projects.

D. Establishing Consistent Quality of Disciplinary Standards Documents

- i. All departments and programs will review and revise the existing Disciplinary Standards according to the general principles every 5 years in a staggered multi-year pattern. The following process must be followed to ensure that all Disciplinary Standards documents address the principles and criteria outlined above.
 1. During the Spring semester, departments or programs with a 5-year periodic review due in the next academic year will revise their previously developed Disciplinary Standards in accordance with the principles outlined in this document. This process will be initiated by the Dean and will involve consultative conversation among all faculty members in the department or program. The revised Disciplinary Standards will be approved by departmental/program faculty members via vote in accordance with departmental/program policy. The Department Chair will sign the approved document on a draft of the cover page.
 2. The revised Disciplinary Standards will be submitted to the Dean of each School. The Deans will review the Disciplinary Standards submitted from the Departments of their own Schools, returning to Departments any Disciplinary Standards that need to be revised for resubmission because they do not meet the criteria set forth in this document. For instance, revision will be needed if the Disciplinary Standards fail to address each required criterion described above. A cover sheet must be included with the Dean's signature indicating approval before it is submitted to the Committee on Faculty Affairs (CFA). Upon approval by the Dean, the Disciplinary Standards will be forwarded by the Dean to CFA.
 3. If revisions are needed, CFA will send the Disciplinary Standards back to the Department and copy the Dean. Upon approval by the Dean and then CFA, the Disciplinary Standards will be forwarded by CFA to Academic Affairs.
 4. The Council of Deans and the Provost will review the Disciplinary Standards to assure that they meet the criteria set forth in this document. Review will be completed by the end of the academic year.
 5. The Dean, CFA, Council of Deans, and/or the Provost may indicate the need for further conversation and revision of Disciplinary Standards by departmental/program faculty. In such cases, the Disciplinary Standards will again go through steps 1–4 above.

6. The relevant Dean and the Provost will sign the cover page of final version of the Disciplinary Standards, confirming with their signatures that the Disciplinary Standards meet the criteria set forth in this document and therefore will be used in reviewing promotion and reappointment applications. Academic Affairs will post the signed Disciplinary Standards online, along with the date of the revision. Disciplinary standards can only be posted on the Academic Affairs website and not on School or Departmental webpages.
7. If any future substantive changes are made to a Department's/Program's Disciplinary Standards, the revised Disciplinary Standards must undergo the process of review described here.

E. Appropriate Disciplinary Standards for Use in Reappointment and Promotion

To avoid creating a moving target for candidates for reappointment, the Disciplinary Standards in effect by the end of a faculty member's first year of employment will be used for reappointment and tenure applications in Years 1-5. Candidates for Promotion will use the Disciplinary Standards in effect in the year in which they apply for promotion