

Disciplinary Standards Cover Page

Department of Economics

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.



Department Chair

11/27/12
Date



Dean

11/16/12
Date



Provost

3/5/13
Date

The Department of Economics will next review its disciplinary standards in Academic Year [2017-2018].

Disciplinary Standards for Reappointment and Promotion
Department of Economics
School of Business
The College of New Jersey

I. PURPOSE

This document articulates guiding principles for the evaluation of candidates applying for reappointment and promotion within the Department of Economics. The February 2011 TCNJ Promotions and Reappointment Document (<http://www.tcnj.edu/~fhh/Promotion-Reappointment2011.pdf>) provides the timeline and processes mandated for reappointment, tenure, and promotion at the College. The Reappointment document also includes templates for the application format, and outlines candidate responsibilities. Candidates are strongly encouraged to become intimately familiar with the College's reappointment and promotion policies.

II. DEFINITION OF THE TEACHER- SCHOLAR ROLE

The Department expects that faculty will not only excel in teaching and scholarship but will also, through the senior thesis and other undergraduate research opportunities, combine research and teaching in a way that expands knowledge and improves the communities in which we live. This expectation, which The College refers to as the "teacher-scholar model" (<http://www.tcnj.edu/~academic>), is consistent the College's mission of excellence in teaching, creativity, and scholarship (<http://www.tcnj.edu/~fhh/missionstatement.html>) as well as the requirements for maintenance of accreditation with the Association to Advance Collegiate Schools of Business (AACSB). The AACSB requires that "a business school/accounting program must include in its mission an appropriate focus on the production of quality intellectual contributions that advance knowledge in business/accounting in accordance with its mission and programs offered" (<http://www.aacsb.edu/publications/papers/accreditation/aq-pq-status.pdf>).

The Department defines teacher-scholar activity to include active engagement of student apprentices in diverse types of scholarship and fosters development of diverse student career goals. It also includes faculty discussing their research processes and results with students in both classroom and apprenticeship settings. Undergraduate research apprenticeships with faculty through the senior thesis are the capstone for student learning. Beyond the thesis proper, dissemination of student research achievements can be achieved through a variety of outlets ranging from campus events like Mentored Summer Undergraduate Research Program, the Celebration of Student Achievement, to professional conferences, including the Ursinus Undergraduate Economics Conference, and refereed publications.

III. EVALUATING SCHOLARSHIP

The Department embraces the *TCNJ Promotion and Reappointment Document's* standards for evaluating scholarship, which include: 1) high quality work as judged by one's peers and as

indicated by the significance of the field of inquiry; 2) consistent and sustained effort, involvement, and record of accomplishment; and 3) scholarship in keeping with the Teacher-Scholar model, for instance, projects that involve TCNJ students in scholarship, or are connected to the College's larger role in the community.

The framework we describe is intended to fit various types of scholarly programs and goals. In addition to reporting scholarly achievements, applicants for promotion and tenure should articulate their plan for scholarly work.

A. Continuity and Planning

The Department expects Teacher-scholars to establish a continuous and intentional program of scholarship. Teacher-scholars may concentrate on one type of scholarship or may engage in scholarship across different research areas and address different audiences. Teacher-scholars are expected to maintain a program of scholarship that is marked by continued productivity, and dissemination. A scholarship program consistent with departmental expectations includes: 1) a systematic plan for one's projects; 2) defining responsibility for scholarship with joint authors; and 3) a core of scholarship disseminated in nationally (or internationally) recognized outlets.

B. Research Quality

1) Teacher-scholars should have a core of scholarship disseminated in nationally (or internationally) recognized refereed outlets, including journals and scholarly books. Regardless of sub-field, refereed journals carry the most weight for evaluating disciplinary contribution, even though they are not the only outlets of value. 2) Other evidence of continued research engagement includes textbooks, chapters in edited volumes, edited volumes, popular economics books, and grants. Conference presentations are not considered an end but rather a means to place work in refereed journals.

Publications in established peer-reviewed journals with high impact are highly desirable. The preferred method to establish high impact is the Journal Citation Reports (JCR) published by Thomson Reuters (<http://admin-apps.isiknowledge.com/JCR/JCR>).

Citation counts for the candidate's published works also serve to establish quality. Accordingly, the Department expects citation counts on publications for applications to the associate and full professor ranks. Publishing in established peer-reviewed journals with high impact is often aided by research grants. As a consequence, the Department views grant awards as desirable (though not required for tenure or promotion).

The Department recognizes that some interdisciplinary research may reach its widest audience in journals not generally considered to be economics journals. Likewise, books, chapters in books, invited articles, may for various reasons be preferable to traditional peer-reviewed economics journals for certain types of research. Because it may be more difficult for the Department to determine the quality of such publications, promotion and tenure candidates

should consult with other faculty in the Department before submitting to these outlets and verify that there are commonly accepted measures of quality for the publication in question. Additional measures of quality are attached in Appendix A.

We also recognize that the impact of scholarship on students or the community is more difficult to demonstrate using standard quantitative indicators. Nevertheless these contributions are highly valued. 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 (e.g., MUSE), and independent study. Also relevant are undergraduate research apprentices' success in garnering external research positions and internships and/or pursuit of graduate training. Measures of community impact may be found in technical reports or consultations with respect to public-policy issues, expert review or letters about the quality and impact of applied work, and external evaluation of engaged scholarship.

Candidates demonstrate "primary responsibility for scholarship" through sole- or co-authored articles. Working with co-authors is an effective method to learn new research skills and gain insight into additional sub-fields. However, the degree and nature of authors' relative contributions should be specified for multiple-authored works.

C. Research Quantity

For tenure, the Department expects: 1) at least two refereed articles or scholarly refereed books (in print or in press) published while at TCNJ that are consistent with the quality measures explained above; and 2) additional evidence of a continuing research program characterized by research under peer review or in progress.* It is understood that this research may draw heavily on the dissertation. Along the route to publication in peer-reviewed journals with high impact, researchers typically present their work at an academic conference. As noted above, conference presentations are a means rather than an end. However, the Department expects that candidates for tenure will have at least two conference presentations.

For promotion to associate professor, the Department expects: 1) at least three refereed articles (in print or in press) that are consistent with the quality measures explained above; and 2) additional evidence of a continuing research program characterized by research under peer review or in progress.* Articles completed prior to employment at TCNJ may be considered in the promotion to associate decision. For promotion to full professor, the Department expects at least four refereed articles consistent with the quality measures explained above since promotion to (or hiring at) the associate professor rank, and ongoing evidence of a continuing research program, including work in progress.* Articles completed prior to employment at TCNJ may be considered in the promotion to full professor decision.

* Such evidence includes book chapters, textbooks, monographs, edited volumes, grants, working papers.

IV. REVIEW OF THIS DOCUMENT

The Guiding Principles for Faculty Scholarship shall be reviewed at a minimum of every 5 years by a departmental sub-committee, consistent with regular reviews by the School of Business, consistent with periodic accreditation review. Any proposed changes to the document must be voted on by the Department.

Appendix A

1. Journal articles:

- a. Peer review
- b. Article citations (e.g., *SSCI*, *Google Scholar*)
- c. Professional sponsorship or other affiliation status of the journal
- d. Inclusion of journal abstracts in disciplinary databases
- e. Stature/academic training of the editor and editorial board
- f. Acceptance rate

2. Books (authored or edited):

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

3. Book chapters:

- a. Peer review
- b. Prestige of invitation, e.g., stature of the editor of the book
- c. (see items under # 2)

4. Invited contributions (includes invited contributions to special issues of a journal, invited chapters in books, and invited addresses to meetings of professional organizations):

- a. The stature of other contributors to the publication or meetings of professional organizations
- b. The scope of the professional organization extending the invitation, i.e., international, national, regional, or local
- c. (see items under # 2)

5. Other published work: proceedings papers, working papers, professional or trade journal, business case in a text or book, study guide or significant instructional software subject to public scrutiny

- a. Peer review
- b. The stature of other contributors to the publication or meetings of professional organizations
- c. (see items under # 2)

6. External grants:

- a. Peer review
- b. The stature of the granting agency
- c. Acceptance rate
- d. Dollar amount

7. Applied scholarly activities:

- a. Number and scope of technical reports and monographs
- b. Number and scope of program evaluation reports
- c. Number and scope of case study reports
- d. Frequency and range of use of a product (such as a survey instrument)
- e. Number and scope of original databases developed for public use
- f. Number and scope of software developed for general public use