

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



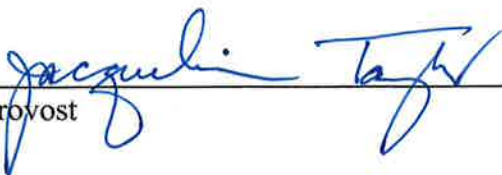
Department Chair

10/15/14
Date



Dean

10/20/14
Date



Provost

11/17/14
Date

The English Department will next review its disciplinary standards in Academic Year 2020-2021.

Guidelines for Disciplinary Standards for Creative Writing Faculty

English Department

The College of New Jersey

Approved by the English Department – February 28, 2013

Revised – April 9, 2014

A. Alignment with Key Institutional Documents and Values

1. Purpose: This document articulates disciplinary standards for the evaluation of faculty scholarship in the English Department. In particular, it is designed to serve 1) as a guide for faculty to help them plan and effectively articulate the conduct and communication of their scholarly, creative and professional activities; 2) as a guide for the English Department Personnel Committee in evaluating faculty progress towards reappointment, tenure, and promotion, and 3) as a means of ensuring a supportive environment for faculty working to achieve the goals and missions of the English Department, the School of Humanities and Social Sciences, and The College of New Jersey.

2. Foundations: The TCNJ Mission Statement describes the institution as a “community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education.” Towards that end, the English Department has developed a series of discipline-specific goals and objectives that serve the mission of both The College and the School of Humanities and Social Science “to educate lifelong learners, thoughtful leaders, and compassionate human beings prepared for world citizenship.” With multiple undergraduate and graduate programs, the English Department expects faculty to achieve excellence as both teachers and scholars.

A wide range of specializations is central to the intellectual life of the English Department. The DPC strives to uphold the principles of fairness and flexibility in evaluating the diverse fields and perspectives of our faculty contributions.

Because the English Department comprises a wide range of disciplines and specializations (including literary criticism, cultural studies, creative writing, journalism, linguistics, theater and drama, teacher education, and comparative literature) and because faculty in the English Department often share appointments with other departments and programs, any application of institutional standards must respect both individual and disciplinary differences.

The Department has created three sets of Disciplinary Guidelines, one for literary critics, linguists, and specialists in teacher education, one for professors of journalism and professional writing, and one for professors of creative writing. It is the DPC’s responsibility to recognize individual differences within these three sets of guidelines and to make judgments appropriate to the candidate’s field as well as the needs of the English Department, the School of Humanities and Social Sciences, and The College of New Jersey.

B. Categories of Acceptable Scholarly/ Professional/ Creative work

1. Range of scholarly outcomes: Working poets, fiction writers, and writers of creative nonfiction (hereafter referred to as “creative writers”) are regularly engaged in producing literary works of art. For creative writers, this primarily includes publications in literary journals or mass-circulation magazines

(print or online) and books (novels, collections of poetry or short stories, collections of creative nonfiction, memoirs, or hybrid works of creative writing). Though they may receive less weight, the Department also takes into account invited readings and lectures, conference presentations, grant applications, book reviews, review essays, contributions to reference works, essays or other publications on creative writing pedagogy or the state of the field, and other forms of creative or scholarly output related to the candidate's writing projects or aesthetic interests. The DPC has the right and responsibility to judge the creative quality and disciplinary appropriateness of a candidate's work.

2. **Range of scholarly modes:** Creative writing faculty work primarily in the expression of artistry through the production of new works of poetry, fiction, creative nonfiction, or hybrid works that blend features of any or all of these genres.
3. **Flexibility:** The Department recognizes that creative interests will evolve and develop over the course of a faculty member's career. However the Department expects that the creative work faculty count towards reappointment and promotion will relate to and support the mission of the Creative Writing program and the English Department.
4. **Discipline-specific challenges:** Untenured faculty should choose projects that can be effectively managed and completed within the five years afforded by the College's short tenure clock. During those five years, they should not pursue projects that pose insurmountable challenges such as (but not limited to) inaccessible archives, the need for extensive resources, and publishing difficulties. We recognize, however, that writers have different experiences. It is incumbent upon applicants to explain any difficulties or challenges that affected their creative activity.

5: **Criteria for evaluating scholarly venue:** Following established professional practices in the field of creative writing, we use multiple criteria for evaluating venues for both print and online publications. These criteria include the reach of the publishing venue (circulation, audience) and the status of the venue within the field (as determined, for example, by awards, prizes, and listings in authoritative sources). It should be noted that editorial processes and policies in creative writing publications are different from the processes and policies of academic scholarship. If no creative writing faculty member is serving on the DPC when a creative writing candidate is evaluated, the DPC will ask the director of the Creative Writing program for assistance in evaluating the venues in which the candidate has published.

6: **Possibility of joint hires:** In the event that the English Department hires a faculty member for a joint position in Creative Writing and another field (e.g., Creative Writing and Journalism, or Creative Writing and Literary Criticism), the evaluation of that faculty member's scholarly and creative work will fall to a committee comprised of members from all the relevant departments and programs.

C. Criteria for different types of Creative Work

1. **Evaluating quality:** Creative writing faculty members are expected to publish original work of the highest quality in nationally recognized venues. This work will have received recognition from other established writers and from respected critical venues within the field of contemporary literature.

2. **Evaluating scholarship in context of TCNJ's value of teaching:** The English Department expects faculty to achieve excellence in teaching and scholarship. The College's focus on teaching may affect the quantity of scholarship faculty members produce, but it should not affect the quality. The Department's central focus in every personnel decision is not on how the scholarship was produced but on its quality. In its evaluation of scholarship, the Department evaluates collaborative work with students according to the same standards applied to all other scholarly work.

3. Criteria for evaluating intersection of service and teaching: Creative writing faculty with outstanding records of publication often receive opportunities to serve the profession whether, for example, as editors of literary publications, organizers of conferences, advisers to other institutions, or as board members of national or regional literary organizations. The Department values these activities as the responsibility of accomplished scholars and as important contributions to the profession. While they are helpful in establishing a scholar's impact and reputation, the Department does not consider these service activities to be forms of scholarship.

4. Distinctive criteria for reappointment, tenure, and promotion:

Reappointment: Candidates for reappointment should show demonstrable progress in their creative activity since first coming to TCNJ. Examples of this progress include evidence of journal or book submissions, readers' reports, acceptance letters, and published work.

Tenure: Creative writing candidates for tenure should have a series of publications (and/or formally accepted and forthcoming work) in high-quality venues. Publications should be discipline appropriate and exhibit high quality. While recognizing individual differences, the Department expects candidates for tenure to have published any ONE or more of the following since arriving at TCNJ:

- 1) At least fifteen poems in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 2) At least five short stories or novel excerpts in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 3) At least five works of creative nonfiction in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 4) One novel, a book-length collection of short stories, a poetry collection or book-length work of poetry, a work of creative nonfiction, or a hybrid creative work with a nationally recognized press.
- 5) A combination of these publications that demonstrates expertise in the genres or hybrid-genres in which the candidate primarily teaches.

In addition to the above, consideration will be given to book reviews and/or literary or critical essays and scholarship related to a candidate's creative work. This is not required for tenure, nor does it supersede any of the requirements listed above.

These publications should demonstrate a continuous and carefully planned program of creative work. Candidates should use their application essays to explain changes in that program and to describe their future creative agenda.

Associate Professor: Candidates for promotion to Associate Professor should have publications (and/or formally accepted and forthcoming work) in a variety of high quality venues. Publications should be discipline appropriate and exhibit creative rigor. While recognizing individual differences, the Department expects candidates for tenure to have published any ONE or more of the following since arriving at TCNJ:

- 1) At least fifteen poems in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 2) At least five short stories or novel excerpts in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 3) At least five works of creative nonfiction in nationally recognized literary journals, magazines, or other nationally recognized venues.

- 4) One novel, a book-length collection of short stories, a poetry collection or book-length work of poetry, a work of creative nonfiction, or a hybrid creative work with a nationally recognized press.
- 5) A combination of these publications that demonstrates expertise in the genres or hybrid-genres in which the candidate primarily teaches.

In addition to the above, consideration will be given to book reviews and/or literary or critical essays and scholarship related to a candidate's creative work. This is not required for promotion, nor does it supersede any of the requirements listed above.

These publications should demonstrate a continuous and carefully planned program of creative work. Candidates should use their application essays to explain changes in that program and to describe their future creative agenda.

Professor: The Department strongly encourages Creative Writing faculty to publish at least one book before promotion to Professor.

Applicants may also pursue promotion to Professor through publishing an equivalent amount of individual texts (poems, short stories, other works of fiction, works of creative nonfiction, or hybrid texts). This should include ONE of the following:

- 1) At least thirty poems in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 2) At least ten short stories or novel excerpts in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 3) At least ten works of creative nonfiction in nationally recognized literary journals, magazines, or other nationally recognized venues.
- 4) A combination of these publications that demonstrates expertise in the genres or hybrid-genres in which the candidate primarily teaches.

These works should constitute a coherent project that can be carried through to book publication.

In addition to the above, consideration will be given to book reviews and/or literary or critical essays and scholarship related to a candidate's creative work. This is not required for promotion, nor does it supersede any of the requirements listed above.

These publications should demonstrate a continuous and carefully planned program of creative work. Candidates should use their application essays to explain changes in that program and to describe their future creative agenda.

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

1. **Evaluation of Scope and Importance:** The English Department values a creative/scholarly program that makes a national or international impact. Such impact is judged by the venues in which work is published, citations and reviews of a candidate's work, re-printings, awards, course adoptions, and professional invitations to discuss one's work, to publish or present material, or to teach at other institutions and writers' workshops.

In keeping with TCNJ's Promotions and Reappointment Document, the Department uses the external reviews required for promotion to full Professor (and optional for promotion to Associate Professor) as important but not definitive evidence of the scope and importance of a candidate's work.

2. **Value of Student Involvement:** The English Department respects creative projects that involve students and believes that they can be a valuable extension of one's teaching. However, the Department does not consider student involvement in its evaluation of a candidate's creative program; it evaluates the quality of a candidate's scholarship as defined in section C.1.
3. **Expectations of Productivity:** See Section C.4.
4. **Evaluation of Quality and Coherence:** Criteria for evaluating quality are defined in section C.1.

Candidates are expected to articulate the coherence of their work in the essay submitted with the application for reappointment, tenure, or promotion. There are multiple ways to achieve a coherent creative program including writing on a certain set of themes or concerns or using a related group of methodologies or practices.

For reappointment, tenure, and promotion to Associate Professor, coherence is judged by publication history, the quality of publications, and the plan for future creative output in relation to the candidate's previous work. The Department expects to see a coherent plan for future creative work and demonstrated coherence and quality in the candidate's publications. Although the Department expects candidates for promotion to Professor to present their plans for future creative work, it primarily evaluates the coherence and quality of their publications.

E: Authorship:

1. **Patterns of Authorship:** For Creative Writing candidates, the Department primarily values single-authored or co-authored texts published in creative outlets. It also values and acknowledges the work of editing and co-editing journal volumes and published collections. Because collaborative works take a variety of forms, candidates should explain and demonstrate their contribution to the overall effort. The DPC will consider the extent of the candidate's demonstrated contribution to the project.
2. **Scale of Authorship:** In addition to the publication of creative texts individually and in books, the Department recognizes the value of reviews, review essays, contributions to reference works, invited conference papers, general audience publications, and scholarly notes. These are forms of recognition that attest to the extent of a scholar's visibility within his or her field. At the same time, these smaller-scale projects should not eclipse the production of larger-scale work.
3. **Student Engagement in Scholarship:** The Department respects creative projects that involve students and sees such projects as a valuable part of teaching. In its evaluation of creative work for tenure and promotion decisions, however, the Department evaluates collaborative work with students according to the same standards applied to all other creative and scholarly work.