

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.

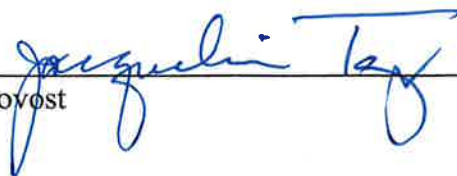
To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which 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 Literary Critics, Linguists, and Specialists in Teacher Education

English Department

The College of New Jersey

(Approved by the English Department, 5 September 2012)

Revised: 9 April 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's Promotion and Reappointment Committee (PRC) 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 PRC 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.<sup>1</sup> It is the PRC'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.

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<sup>1</sup> See separate documents for these groups of faculty.

## B. Categories of Acceptable Scholarly/ Professional/ Creative work

**1. Range of scholarly outcomes:** The English Department values peer-reviewed work primarily in the form of journal articles (both print and electronic), book chapters, and scholarly press books. Though they may receive less weight, the Department also takes into account invited lectures, peer-reviewed conference presentations, peer-reviewed or invited conference proceedings, grant applications, book reviews, review essays, contributions to reference works, scholarly notes, and general audience publications. The PRC has the right and responsibility to judge the scholarly rigor and disciplinary appropriateness of a candidate's work.

**2. Range of scholarly modes:** English faculty in the fields of literary criticism, linguistics, and teacher education primarily work in the scholarship of discovery and the production of new knowledge. The Department also values major scholarly projects that focus on application and synthesis such as the production of translations, critical editions, textbooks, and digital archives and resources.

**3. Flexibility:** The Department recognizes that scholarly interests will evolve and develop over the course of a faculty member's career. However the Department expects that the scholarship faculty count towards reappointment and promotion will relate to and support the Department's mission.

**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 researchers have different experiences. It is incumbent upon applicants to explain any difficulties or challenges that affected their scholarship.

**5: Criteria for evaluating scholarly venue:** Following the guidelines established by the MLA, we use multiple criteria for evaluating venues for scholarly publication. These include "the journal's [or press's] peer review policy, its rate of acceptance, the nature of its editorial board and publisher, and its general profile in the field it covers." We encourage English faculty to publish in multiple journals rather than concentrating their work in a single publication. We welcome publications in online literary and cultural studies journals that are peer-reviewed, archived, and indexed. We refer faculty to the MLA Statement on Publication in Electronic Journals as a guideline: [http://www.mla.org/statement\\_on\\_publica](http://www.mla.org/statement_on_publica).

**6: Interdisciplinary work:** The field of literary studies has become increasingly interdisciplinary. Faculty members should publish work rooted in the range of approaches relevant to literary studies (as determined by the Department) or, in the case of joint appointments, acceptable to a committee comprised of members from the relevant departments or programs.

## C. Criteria for different types of Scholarly Work

**1. Evaluating quality:** Faculty members are expected to publish work of the highest quality. High quality work is original and sophisticated, and it creates new knowledge or advances new interpretations. We expect faculty publications to be informed by theory and engaged with contemporary scholarly discourse. The English Department values work that exercises analytical rigor in building a sustained and substantial line of inquiry.

**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:** Faculty with outstanding records of publication often receive opportunities to serve the profession whether, for example, as referees for a scholarly journal/ press, as organizers of conferences, or as advisers to other institutions. 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 scholarly work and program since first coming to TCNJ. Examples of this progress include evidence of journal or book submissions, readers' reports, acceptance letters, and published work.

Tenure: Candidates for tenure should have a series of publications (and/or formally accepted and forthcoming work) in a variety of high-quality venues. Publications should be discipline appropriate and exhibit scholarly rigor. While recognizing individual differences, the Department expects candidates for tenure to have published 25,000 words since their appointment to TCNJ.<sup>2</sup> These publications should demonstrate a continuous and carefully planned program of scholarship. Candidates should use their application essays to explain changes in that program and to describe their future scholarly 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 scholarly rigor. While recognizing individual differences, the Department expects candidates for promotion to have published 25,000 words since their appointment to TCNJ. These publications should demonstrate a continuous and carefully planned program of scholarship. Candidates should use their application essays to explain changes in that program and to describe their future scholarly agenda.

Professor: The Department encourages faculty members engaged in literary criticism to write and publish a single- or co-authored scholarly book before promotion to Professor.

Applicants may also pursue promotion to Professor through an equivalent combination of publications including edited collections and/or a suite of related articles and/or book chapters.

It is incumbent on all applicants for promotion to explain how their work represents a substantial and sustained contribution to their field. While recognizing individual differences, the Department expects all applicants for promotion to Professor to have written and published at least 50,000 words on a coherent topic, half of which should have been published since the promotion to Associate Professor.

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<sup>2</sup> In keeping with MLA practice, word counts throughout this document include text and notes but not bibliographies and citations. The Department will normally award candidates the entire word count for articles and books they have co-authored with others. (Possible exceptions include works created by committees, published letters with multiple signatories, etc. which will be determined on a case-by-case basis).

#### D. Scope, Quality, Importance, and Coherence of Scholarly Program

1. **Evaluation of Scope and Importance:** The English Department values a 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 or to publish or present papers based on the candidate's reputation in the field.

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 scholarly 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 scholarly 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 scholarly program including focusing on an author, period, genre, or theme or systematically investigating and applying a specific critical/ theoretical approach or methodology.

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

#### E: Authorship:

1. **Patterns of Authorship:** The Department primarily values single-authored or co-authored texts published in scholarly 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 PRC will consider the extent of the candidate's demonstrated contribution to the project.
2. **Scale of Authorship:** In addition to the publication of peer-reviewed scholarly essays and 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 scholarly projects that involve students and sees such projects as a valuable part of teaching. In its evaluation of scholarship for tenure and promotion decisions, however, the Department evaluates collaborative work with students according to the same standards applied to all other scholarly work.