

Addendum A

Disciplinary Standards Cover Page

Department of Finance
(formerly: Department of Finance and International Business)


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



Date




Dean



Date



Provost



Date

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

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

November 20, 2012

I. Purpose

The February 11, 2011 TCNJ Promotions and Reappointment Document (<http://www.tcnj.edu/~fhh/Promotion-Reappointment2011.pdf>) provides the timeline and processes for reappointment, tenure, and promotion at the College. The policy also mandates the application format, and outlines candidate responsibilities.

Within the Department of Finance, the document herein describes the standards applied in evaluating candidates for reappointment, tenure, and promotion within the Department. It is consistent with the College Reappointment and Promotion Policy and provides supplemental guidance regarding scholarship. The disciplinary standards will be reviewed and revised as necessary.

II. Areas of Faculty Responsibility as Teacher-Scholar

The Department embraces the *TCNJ Promotion and Reappointment Document's* standards for evaluating scholarship. The Department expects that faculty will not only excel in teaching and scholarship but will also, through the senior thesis, or other capstone courses along with other undergraduate research opportunities, combine research and teaching in a way that expands knowledge and is pedagogically sound. This expectation is also consistent with 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://aacsb.edu/publications/papers/accreditation/aq-pq-status.pdf>).

As in the *TCNJ Promotion and Reappointment Document*, the Department has an interdisciplinary approach to the teacher-scholar model which includes active engagement of student apprentices in diverse types of scholarship, both applied and basic, 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.

Beyond the thesis proper, dissemination of student research achievements can be achieved through a variety of outlets ranging from campus events like the Celebration of Student Achievement, to professional conferences, to published scholarship.

The Department expects that candidates for promotion to the Associate and Professor level will be involved as mentors for students' scholarship will continue and expand to a level that is

appropriate for the specific disciplinary field. However, the Department recognizes that in some research areas, students can realistically apprentice at a high level, while in others, students can realistically only be trained as research assistants.

III. Evaluating Scholarship

The Department concurs that “a serious and continuous commitment to scholarship complements and enriches teaching of the first order” (February 2011 TCNJ Promotions and Reappointment). The Department supports that 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) the priority of quality over quantity; 3) consistent and sustained effort, involvement, and record of accomplishment; 4) 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.

A. Diversity of Impact

Teacher-scholars may choose a range of modes of scholarship. Recognized levels of impact include:

1. Scholarship of Discovery (e.g. advancing basic and/or applied knowledge). This includes the importance of the project (theory, empirical data, methodological innovation, application) for disciplinary progress and typically includes dissemination in peer-reviewed journals.
2. Scholarship of Applications: We recognize impact on various types of communities (applied professional, public, organizational, policy), as well as at different levels of community (local, state, national and international communities).
3. Impact on Students and Scholarship of Pedagogy: The Department evaluates impact in terms of the significance of scholarly work for students’ development as scholars and professionals (e.g. co-authoring scholarly presentations and publications with students, and integrating research findings in courses). Publications and presentations faculty supervise or co-author with students are highly valued. The Department also recognizes the scholarship of pedagogy where research is done to provide effective instructional practice, foster learning and disseminate practices that improve higher education quality.

B. Continuity and Planning

The Department expects teacher-scholars to establish a continuous program of scholarship. Teacher-scholars may concentrate on one type of scholarship or across different areas. Teacher-scholars are expected to maintain a program of scholarship that is marked by continued activity, productivity, and dissemination.

While the focus of teacher-scholar activity may change during an academic career after tenure, continuity, reflection, and growth are expected to persist. The Department expects that such

shifts may cause a temporary reduction in research output and expects research productivity to return to normal levels after a reasonable period.

C. Research Quality

Teacher-scholars should have a core of scholarship disseminated in regionally, nationally, or internationally-recognized outlets. Regardless of sub-field, refereed journals carry the most weight for evaluating disciplinary contribution, even though they are not the only outlets of value. Other evidence of continued research engagement includes books, textbooks, chapters in edited volumes, and edited volumes may also be appropriate. Conference presentations help to establish scholarly record. Publications in established peer-reviewed journals with high impact are highly desirable. The Department recognizes a range of scholarship modes, as described in Section III A. These measures of quality are attached in Appendix A.

Citation counts for the candidate's published works also serve to establish quality. However, given the short tenure clock, citations are difficult to accumulate prior to the tenure decision as well as promotion to the associate rank. As a consequence, the Department expects citation counts on publications only for applications to the full professor rank. Article citation publications include SSRN, SSCI, Google Scholar and other relevant citation indexing systems.

Although less common in our faculty's fields, publishing in established peer-reviewed journals with high impact is often aided by grants. As a consequence, the Department views grant awards as desirable (though not required for tenure or promotion). Major foundations and the government employ a peer review process similar to the process at top journals. Because these grant awards are both peer reviewed and highly competitive, the department will treat significant research grant awards like a journal publication for the purposes of promotion.

The Department recognizes that some interdisciplinary research may reach its widest audience in journals not generally considered to be finance, economics, or international business 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.

While the impact of scholarship on students or the community is more difficult to demonstrate using standard quantitative indicators, 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 may 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. Further, publication in high quality finance and international journals is only possible with senior researchers. The degree and nature of authors’ relative contributions should be specified for multiple-authored works.

Finally, we note that editorial roles serve to raise the research profile of the Department. As such, service as an editor receives weight in the promotion process. Likewise, service as a guest editor for a special issue of a journal, membership on an editorial board, and service as a reviewer for a journal or grant proposals is also desirable. Because the time commitment may vary substantially across each of these activities, applicants for promotion and tenure should provide detailed explanations of the extent of their commitment as well as the selection process.

D. Research Quantity

Criteria for Reappointment and Tenure

For tenure, the Department expects: 1) at least two refereed articles in print or in press published while at TCNJ that are consistent with the quality measures explained above; and 2) evidence of a sustainable research program. In terms of accomplishments of a new faculty member, primarily those achievements that occurred after their arrival would be considered. This research may draw heavily on the dissertation. To build a sustainable research program, researchers present their work at an academic conference. The Department expects that candidates for tenure will have at least two conference presentations.

Criteria for Promotion

For promotion to associate professor, the Department expects: 1) at least two 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 since promotion from associate professor consistent with the quality measures explained above, and an on-going research plan. Articles completed prior to employment at TCNJ may be considered in the promotion to full professor decision. At any level of promotion, the applicant’s entire body of scholarly/creative/professional work provides evidence for the pattern of continuing scholarship in support of promotion, but works finished since appointment at the College or since the last promotion are required for promotion and carry greater weight.

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.

A. Appendix A

1. Journal articles:

- a. Peer review
- b. Article citations (e.g. SSCI, SSRN, Google scholar, and other relevant citation indexing systems)
- c. Professional sponsorship or other affiliation status of the journal
- d. Inclusion of journal abstracts in disciplinary databases
- e. The stature of the editor and editorial board
- f. Citation frequency
- g. Acceptance rates

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 (these would include 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

1. Peer review
2. The stature of other contributors to the publication or meetings of professional organizations
3. (see items under # 2)

6. External grants:

1. Peer review
2. The stature of the granting agency
3. Acceptance rate
4. 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

8. Conference presentations (e.g., symposia, papers, posters, discussant):

- a. A screening process used for the conference (e.g., peer review)
- b. The acceptance/rejection rates for comparable submissions
- c. The scope of the professional organization sponsoring the conference, i.e. international, national, regional, or local

9. Editorial roles:

- a. Editor-in-Chief, Associate Editor, or Assistant Editor
- b. Guest Editor for a special issue of a journal
- c. Membership on an Editorial Board
- d. Invitations to serve as an ad hoc reviewer on journal submissions, book chapters, grant applications, or conference presentations
- e. Membership on a grant review panel