

The Department of History  
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.

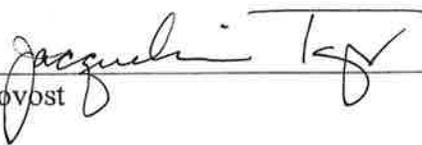
To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which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

  
Department Chair

10/1/15  
Date

  
Dean

10/5/15  
Date

  
Provost

10/8/15  
Date

The Department of History will next review its disciplinary standards in Academic Year 2019-20.



Guidelines for Disciplinary Standards  
Department of History  
The College of New Jersey

REVISED AND APPROVED BY THE HISTORY DEPARTMENT ON MARCH 25, 2015  
APPROVED BY THE COMMITTEE FOR FACULTY AFFAIRS MAY 13, 2015

Scholarship – the discovery, exchange, interpretation, and presentation of information about the past – is basic to the professional practice of history. It depends on the collection and preservation of historical documents, artifacts, and other source materials in a variety of institutional settings ranging from libraries to archives to museums to government agencies to private organizations to archaeological excavations and other fieldwork. Historians are committed to protecting significant historical evidence wherever it resides. Scholarship likewise depends on the open dissemination of historical knowledge via many different channels of communication: books, articles, classrooms, exhibits, films, historic sites, museums, legal memoranda, testimony, and many other ways. The free exchange of information about the past is dear to historians.<sup>1</sup>

A. Alignment with Key Institutional Documents and Values

1. Purpose

This document articulates disciplinary standards for the evaluation of faculty scholarship in the History Department. It is designed to serve 1) as a guide for faculty, to help them to plan and effectively articulate the conduct and communication of their scholarly, creative and professional activities; 2) as a guide for the History Department 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 History Department, the School of Humanities and Social Sciences, and the College.

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 History Department has developed discipline-specific objectives that serve the mission of both the College and the School of Humanities and Social Sciences “to educate lifelong learners, thoughtful leaders, and compassionate human beings prepared for world citizenship.” As a program that exclusively offers undergraduate courses, the department serves TCNJ’s mission as a “primarily undergraduate institution.” The history curriculum emphasizes essential skills for success in many fields: how to read critically, write effectively, and speak clearly. Further, with their knowledge of the past, history students are intellectually equipped to understand and address significant issues of today and tomorrow.

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<sup>1</sup> American Historical Association, *Statement on Standards of Professional Conduct*, January 2003, <http://www.historians.org/pubs/free/professionalstandards.cfm> (6 January 2005), Scholarship.

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

### 1. Range of Scholarly Outcomes

The History Department values scholarly work primarily in the form of peer-reviewed journal articles (both print and electronic), chapters in edited books, and books (monographs and textbooks). The department expects members to remain active in their subfields through invited lectures, peer-reviewed conference presentations and conference proceedings, grant applications, book reviews, encyclopedia entries, and general audience publications. The department encourages scholarly output in a range of modes including scholarship of discovery, scholarship of application, and scholarship of pedagogy. Further, the department values the scholarship of integration across disciplines, as many of our faculty members have training and expertise in other fields.

### 2. Flexibility

History's many subfields are distinct in terms of research practice, theoretical engagement, and the venues by which research is disseminated. The department expects its faculty to be specialists in the subfield(s) in which they were hired, but recognizes that scholarly interests evolve and develop over the course of a faculty member's career.

### 3. Discipline-Specific Challenges

Each of the subfields of history imposes specific challenges. For example, subfields with archival collections or necessary fieldwork in foreign countries require extra time and resources to make research possible. Further, these fields often require extensive translation of documents before dissemination of results is possible. The PRC has right and responsibility to judge the rigor of a candidate's work in light of the specific nature of their subfield. While the Department values involving students in a faculty member's scholarly program, it also recognizes that collaboration is not always appropriate to a faculty member's research program or field.

### 4. Criteria for Evaluating Scholarly Venue

Historians publish in a wide range of venues. In evaluating quality, the PRC considers peer review policy, acceptance rate, scope, and reputation in the field or subfield. Foreign journals may have different selection procedures from the typical American system of peer review, but this does not indicate that the journal is any less rigorous or selective than its American counterparts. Moreover, as certain fields are highly specialized, it may be advantageous for a historian to publish in a journal with a higher acceptance rate that will reach one's colleagues in a particular subfield.

### 5. Interdisciplinary Work

The History Department includes faculty whose scholarly work is highly interdisciplinary (such as in the field of teacher education), as well as faculty who hold joint appointments with other departments. The Department respects interdisciplinary work and assesses scholarly work accordingly. When there is a formal joint appointment, the two host departments work together to assess interdisciplinary scholarly work. History is by nature an interdisciplinary field; we have within the history department several members with

interdisciplinary training and expertise, who are well qualified to assess colleagues' interdisciplinary contributions.

#### 6. Evaluating Co-Authorship

While most historical scholarship is single-authored, there are notable exceptions such as textbooks, edited volumes, and works produced with students as co-authors. A faculty member co-authored output should provide a clear description of his/her contribution to the project, such as an approximation of the percentage of work s/he completed, a statement of which sections of a piece were written/contributed to by the candidate, and whether there was a lead author/editor.

### C. Criteria for Different Types of Scholarly Work

The collective expertise of the Department Promotion and Reappointment Committee represents the best resource for evaluating the overall quality, scope, continuity and impact of faculty scholarship. While external indicators of the quality of disciplinary scholarship provide valuable guidance, the diversity of historical areas of inquiry necessitate an understanding of the different challenges historians face within their fields such as language, geography, and availability of sources. The Department should clearly articulate its scholarly expectations for new faculty members as they join our community. At the beginning of each academic year, the PRC, or its representatives, will meet individually with newly hired faculty members to discuss research expectations. The PRC will use annual reviews, as well as the follow-up letters that accompany these reviews, to revisit and clarify these expectations.

#### 1. Quality

As the TCNJ Promotion and Reappointment Document notes, it is generally expected that scholarly, creative, and professional work "will be submitted to an appropriate jury of peers for rigorous evaluation. The quality of work is defined by its significance in one's field(s) of inquiry and necessarily requires such peer review to validate the work's significance."

#### 2. Scope of Recognition

Individuals may demonstrate the scope of recognition of their work through evidence such as reviews, citations, re-publication in anthologies, reissuing of editions, encyclopedia entries, circulation figures and book sales, awards and other forms of recognition including honors and awards, presentations and readings, service on an editorial board or as a peer reviewer of scholarship or grants, an external reviewer for tenure and promotion, or an officer in a professional organization.

#### 3. Continuity

Faculty in the History Department are expected to establish an ongoing and carefully planned program of scholarship; they are expected to maintain an ongoing program of scholarly, creative, and/or professional activities and to disseminate the results of these activities. The future plan for scholarly/creative/professional activity will be a crucial element of all personnel reviews.

#### 4. Impact

History Department faculty may choose a variety of different outlets for dissemination of scholarly, creative, and professional materials, as appropriate to the impact articulated in their stated goals.

#### D. Criteria for Reappointment, Tenure, and Promotion

All members of the History Department are expected to be active scholars. Scholarly accomplishment is essential for reappointment, tenure, and promotion. Candidates should have publications (and/or formally accepted and forthcoming work) in high quality venues, which are discipline appropriate and exhibit scholarly rigor. This framework is intended to fit various types of scholarly programs and goals; no one set of evaluative criteria will apply equally to all individuals. Faculty should articulate their research program plan, including short-and long-term goals and objectives, specific outlets for communicating scholarship, and the intended impact.

Scholarship in the History Department covers a broad spectrum of intellectual activities.

1. Scholarly book with an academic or respected professional press
2. Peer-reviewed scholarly article
3. Book chapter in an edited volume from an academic or respected professional press
4. Textbook or equivalent pedagogical materials either in print or on a professional internet site
5. Edited volume of academic essays with scholarly introduction (candidate serves as editor and writer of introduction)
6. Presentation of papers at professional meetings and invited talks at workshops or at an academic institution

(Non-peer-reviewed work, such as book reviews, review essays, encyclopedia entries, and grant applications are encouraged, but not weighted as heavily in the scholarly record.)

The relationship of these categories to reappointment, tenure, and promotion are specified in the steps described below:

- Reappointment:  
Candidates for reappointment should show demonstrable progress in their scholarly work and program since coming to TCNJ. Examples of this progress include evidence of journal or book submissions, readers' reports, acceptance letters, conference presentations, and published work.
- Tenure  
Candidates for tenure should demonstrate engagement in their scholarly field since their appointment to TCNJ by aligning with one of the following scenarios:

Scenario A: One item from category #1 and at least three items from #6.

Scenario B: Three items from categories #2-5 and at least three items from #6.

Scenario C: Two items from categories #2-5, at least three items from #6, and significant progress toward a scholarly monograph (at least 3 completed book chapters, significantly revised from the dissertation or favorable peer-reviewed reports from a scholarly press.)

- Promotion to Associate Professor

Candidates for associate professor should demonstrate engagement in their scholarly field since their appointment to TCNJ by aligning with one of the following scenarios:

Scenario A: One item from category #1 and at least three items from #6.

Scenario B: Three items from categories #2-5 and at least three items from #6.

Scenario C: Two items from categories #2-5, at least three items from #6, and significant progress toward a scholarly monograph (at least 3 completed book chapters, significantly revised from the dissertation.)

- Promotion to Professor

Candidates for Professor will have achieved national and possibly international recognition in their field, which may be documented by reviews and citations, invitations to prestigious conferences, leadership in disciplinary organizations, professional evaluations by peers, and receipt of grants or fellowships. As the scholarly book is the standard achievement in the historical discipline, scenario A and C are the preferred means of promotion to full professor, unless scholarly articles are preferred in the candidate's subfield. The candidate's scholarly output since promotion to associate professor should align with one of the following scenarios:

Scenario A: One item from category #1 and at least six items from #6.

Scenario B: Six items from categories #2-5 and at least six items from #6.

Scenario C: If a candidate received promotion to Associate Professor with a published scholarly monograph with an academic or respected professional press, he/she may apply for Professor with three items from Categories #2-5.<sup>2</sup>

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<sup>2</sup> Because the scholarly monograph is the standard benchmark achievement in the Historical Discipline, we do not want to penalize a candidate who publishes one before applying for promotion to Associate Professor. In other words, candidate for Full Professor should not need two scholarly books.

