Interactive Multimedia Program
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

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Department Chair

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Dean

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Provost

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The Interactive Multimedia program will next review its disciplinary standards in Academic Year 2016-27.

A. Alignment with Key Institutional Documents and Values

This document describes the disciplinary standards by which the scholarly, creative and professional activity of faculty will be evaluated within the Interactive Multimedia program at The College of New Jersey. While this document alone does cannot substitute for close consultation with peers in the program, it is intended to guide faculty in their development as teacher-scholars, helping them to identify means by which to contribute to the intellectual community of the College, and to effectively articulate those activities to the academic community. It serves as a guide for the members of the program's personnel committee as they mentor, support and evaluate faculty for reappointment, tenure, promotion, and periodic post-tenure review. Furthermore, the document provides a framework for the development and maintenance of an environment that supports faculty and advances the missions of the College, the School of the Arts and Communication, and the Interactive Multimedia program.

The IMM disciplinary standards are consistent with the College's mission to establish "a diverse community of learners, dedicated to free inquiry and open exchange." The field of Interactive Multimedia is inherently diverse and multidisciplinary, including elements of art and design, creative writing and journalism, computer science and software engineering, music and sound design, animation and video, electronically and mechanical engineering and more. The IMM program recognizes that faculty may specialize in one of or some combination of those areas, and therefore these standards and the evaluating committee must respect the differing forms of engagement within those areas. The ideals of "free inquiry and open exchange" endorsed by the College are key to effective engagement in such an emerging field, as they allow faculty to recognize connections between the component disciplines of IMM and to actively establish new connections, often through means of digital and interactive technology. Boyer describes a "scholarship of integration" that connects theories, processes and intellectual products from one field to another. And while all modes of scholarship hold promise for an IMM faculty member, the diverse and unfolding nature of the field makes the scholarship of integration more typical and essential to Interactive Multimedia than many other fields.

The field of Interactive multimedia is also dynamic, and therefore resonant with the School of the Arts and Communication's goal to prepare its students for "evolving opportunities." IMM necessarily evolves in response to changes in technology and the shifts in understanding and cultural experience that accompany those changes. The disciplines delineated in the previous paragraph reflect the current state of the field, and in turn our curriculum, but these standards and the evaluating committee allow that those disciplines will likely give way to others as the field evolves.

B. Categories of Acceptable Scholarly/ Professional/ Creative Work

Because our discipline is really many disciplines, the standards for undertaking and evaluating work in Interactive Multimedia must draw from the various fields that inform it, and we accordingly recognize achievement and excellence in those fields. At the same time we realize that the standards of many of those component disciplines remain largely constant from one generation to the next, while IMM is to a considerable extent defined by rapidly evolving technologies, and therefore the practices and the standards of the discipline must be free to evolve as well. In fact, one of the most important qualities of a practitioner in the field of Interactive Multimedia is a willingness to constantly reshape and redefine the field itself.

Consistent with IMM's inherent multidisciplinarity, the program recognizes a range of modes by which faculty can contribute to the field. This diversity, coupled with an emphasis on the scholarship of integration, making it likely that faculty accomplishments will fall into a number of the categories, some of which are listed below.

Many modes of contribution lie in the realm of traditional academic scholarship, including:
- Publication of a book by academic or respected professional press
- Publication of a peer-reviewed journal article
- Publication of a book chapter or essay in a volume
- Editing a book or journal
- Publication of an article or essay in a general-audience publication
- Publication of a paper in conference proceedings
- Presentation of a paper and/or related scholarly insight or experience at a conference
- Discussion of scholarly insight or experience as part of a conference panel
- Delivering an invited lecture or leading a workshop related to scholarly work
- Reviewing scholarly work for publication
- Securing a grant
- Developing new pedagogies and curricular approaches for which considerable research is required, to the broader benefit of the academic discipline beyond TCNJ

Other categories of contribution are more typical of a practicing artist, such as:
- Exhibition of multiple thematically related creative works
- Exhibition of single creative work, or multiple works in a shared exhibition
- Earning awards in creative competitions
- Public performance of original creative work
- Curating exhibits or designing events for galleries, museums and performance spaces
- Securing a grant or residency
- Delivering an invited lecture or leading a workshop related to creative work
- Reviewing creative work for exhibition
- Developing new pedagogies and curricular approaches for which considerable creative output is required, to the broader benefit of the creative discipline beyond TCNJ

IMM also recognizes that advances in the academic field and its component disciplines are frequently tied to advances in industry. Engagement with the professional field — through production, consulting and leadership — allows faculty members to stay apprised of the latest tools and practices, knowledge they can in turn impart to students who will be seeking careers in the same professional environment. Categories of professional activity include:

- Development of a comprehensive, market-ready professional product or suite of smaller related products
- Development of a single professional product, such as a hardware device, web site or software
- Professional consulting
- Participation in recognized professional organizations, especially appointment or election to offices, chairpersonships and boards

In its curriculum and through the efforts of its faculty, IMM endeavors to use interactive and digital technology to benefit the community, ranging from the immediate geographic community to larger and more diverse communities enabled by the internet. Categories of such work include:

- Working with community organizations to engage and empower their clientele through technology.
- Educating members of the community on the effective use of technology.

Finally, the emerging and dynamic nature of IMM as an academic discipline makes it necessary to constantly refine and in some cases substantially redefine the program curriculum, from individual course offerings to entirely new subject areas with several courses. IMM recognizes such work as it requires significant research, creative output and professional development. It demands an awareness of the field and in turn serves to advance the academic discipline, both within and outside of TCNJ.

Interactive Multimedia faculty should endeavor to publish/exhibit/distribute their work in prominent public venues. On many occasions that work will resemble traditional academic research, taking the traditional form of an article or a paper, and delivered via a traditional outlet such as a journal or a conference. For many of the disciplines that inform Interactive Multimedia — literature, communications, and computer science, for example — peer-reviewed academic journals and conferences provide important opportunities for scholarship and discussion. Journals and conferences that address the field as a whole are less common, however, and because IMM is so intertwined with industry and mass media, those venues for critical examination of and reflection on the larger field often serve more general audiences. We recognize that venues such as Wired magazine, TED talks, and the New Media Consortium, ISEA and SIGGRAPH conferences provide valuable opportunities for faculty to promote their work and receive feedback from peers of all stripes, including academics, professionals, artists and end-users.

More than many other programs on campus, the faculty who teach in IMM often have their formal appointments in other departments. We anticipate future appointments exclusively in IMM, in which case faculty will use this document as their primary guide. However we recognize that in the case of faculty with formal joint appointments, or faculty with appointments

elsewhere who are nevertheless active in IMM, this document will be used in conjunction with similar documents from other departments as described in the College's *Promotion and Reappointment Document*, which provides for faculty with interdisciplinary teaching and scholarship to be evaluated by an interdisciplinary committee.

C. Criteria for Different Types of Scholarly Work

Quality
For tenure and promotion at all levels, the Interactive Multimedia program expects its faculty to establish and sustain a body of work of the highest quality. We endorse the College's emphasis on teaching, and recognize that prioritizing effective teaching may affect the quantity of scholarly/creative/professional work its faculty members produce. We are furthermore mindful of the fact that TCNJ has a short tenure clock relative to most institutions, which may similarly impact the quantity of work realistic for tenure. However neither the focus on teaching nor the tenure period should be allowed to detract from the quality of work produced.

Originality
IMM values work that is original but also demonstrates an awareness of current progress and ideas in the field. And as the field is so closely tied to innovations in technology, we similarly value innovation in the work of our faculty, whether through the scholarship of discovery — producing new knowledge through research and experimentation — or the scholarship of integration — connecting existing but distinct ideas in order to create new ideas, interpretations or applications — often through new technology but also through an innovative mix of existing methods. IMM expects its curriculum as well as the scholarly/creative/professional work of its faculty to keep pace with the technology that enables and informs it, though we acknowledge that the challenge of keeping up with emerging techniques and ideas may also affect the quantity of work produced.

Impact on Teaching
We recognize that the College is a primarily undergraduate institution, with no targeted graduate programs in IMM or closely related fields. However, consistent with the College's goal of encouraging a "culture of discovery," IMM encourages its faculty members to involve students in their on-campus research whenever practical. Faculty members can also support students by building and maintaining ties with organizations outside the campus, allowing for internship and employment opportunities. Faculty members should encourage and help to students to promote their work through publications, exhibitions, and competitions, within both the academic and commercial communities.

As teachers *of* innovation, IMM faculty are expected to be engaged with issues of teaching *through* innovation. We encourage faculty to develop new and engaging approaches to teaching their respective subjects — in a particular course or in the development of the larger curriculum — and to make those innovations accessible for peer review in available channels, such as articles, conferences or on the web.

Distinctive Criteria for Reappointment, Tenure, and Promotion

The minimum activities expected of IMM faculty members at various stages of their career are described below. For the sake of clarity when reviewing those expectations, the categories of activity listed previously in *Section B* of this document are repeated and expanded upon here, though it should be noted that these categories do not preclude other relevant forms of faculty activity. IMM acknowledges different approaches between individuals and endeavors to consider the whole of a person's work rather than isolated achievements.

1. Publication of a book by academic or respected professional press
2. Exhibition of multiple thematically related creative works
3. Development of a comprehensive, market-ready professional product or suite of smaller related products
4. Developing new pedagogies and curricular approaches for which considerable research, creative output and/or technical development is required, to the broader benefit of the field beyond TCNJ
5. Publication of a peer-reviewed journal article
6. Publication of a book chapter or essay in a volume
7. Editing a book or journal
8. Publication of an article or essay in a general-audience publication
9. Publication of a paper in conference proceedings
10. Presenting a paper, creative work, professional product and/or related insight or experience at a conference
11. Exhibition of single creative work, or multiple works in a shared exhibition
12. Earning awards in creative competitions
13. Public performance of original creative work
14. Curating exhibits or designing events for galleries, museums and performance spaces
15. Development of a single professional product, such as a hardware device, web site or software
16. Securing a grant or residency
17. Presentation of scholarly/creative/professional insight or experience as part of a conference panel
18. Delivering an invited lecture or leading a workshop related to scholarly/creative/professional work
19. Reviewing scholarly/creative/professional work for publication or exhibition
20. Developing initiatives to engage and educate individuals and organizations in the community — schools, non-profits, local businesses, etc. — through the use of interactive multimedia.
21. Professional consulting
22. Participation in recognized professional organizations, especially appointment or election to offices, chairpersonships and boards

Reappointment
Candidates for reappointment should demonstrate progress toward establishing a program of scholarly/creative/professional work, consistent with the categories of work described above such as articles, exhibitions or professional products.

Tenure
- One example of work from categories 1-4 *and* at least one example from 5-16, *or*
- Two examples of work from categories 5-16 *and* at least one other example from 5-22.
- Additionally, multiple examples of work from categories 17-22 could be combined to equal work in categories 5-16.

Associate Professor
- One example of work from categories 1-4 *and* at least two examples from 5-16, *or*
- Three examples of work from categories 5-16 *and* at least two other examples from 5-22.
- Additionally, multiple examples of work from categories 17-22 could be combined to equal work in categories 5-16.

Professor
- One example of work from categories 1-4 *and* at least four examples from 5-16, *or*
- Six examples of work from categories 5-16 *and* at least three other examples from 5-22.
- Additionally, multiple examples of work from categories 17-22 could be combined to equal work in categories 5-16.

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

The Interactive Multimedia program values scope and reach when evaluating the work of its faculty. Accordingly a work of digital art exhibited to an international audience at a prominent industry conference would be afforded more value than a work displayed in a local gallery primarily for a local audience, and likewise an article in a highly-subscribed journal with international distribution would rate higher than an article in a journal with a more modest reputation and distribution. However, we clearly acknowledge that much of the work in Interactive Multimedia takes place on the internet — in fact much of the work in IMM *is* the internet — and therefore traditional notions of scope and reach based on physical distribution or geography are not always adequate for evaluating the impact of faculty work. An article published in an electronic journal has the potential to reach a large and diverse audience, for example, as does a work of interactive art on the web, a game on Microsoft's XBox network, or a mobile application on Google's Android Marketplace. When presenting such work to the evaluating committee, faculty should endeavor to provide statistics, reviews and other relevant information to convey the work's reach and impact.

Professional work should demonstrate real innovation and utility in the field, and work for recognized industry-leaders will be given additional consideration. Consideration of professional activity may also include the individual's membership and leadership in prominent professional organizations, as well as honors, awards, and other forms of professional recognition. Consistent with the overriding principles of this document, professional recognition will be evaluated according to the prominence of the organization presenting the award.

Due to the multidisciplinary character of the field, scholars and practitioners in Interactive Multimedia often have the opportunity to pursue work in multiple forms and addressing multiple subjects. While IMM does not want to discourage this diversity of activity and inquiry, we also

encourage faculty to work toward a coherent body of work, in which the ideas and techniques developed in one project are demonstrably related to those of another. Faculty should pursue new interests and develop new modes of inquiry, but be able to articulate a steady trajectory in their work.

We value student engagement in a candidate's scholarly, professional and creative work, either as collaborators or as active observers. We do not consider such involvement essential to tenure or promotion, but the fact that the IMM curriculum encourages students to (A) explore innovative technology and techniques and (B) be entrepreneurial in the advancement of their ideas, makes it likely that student work will inform faculty work, and that faculty can effectively serve as ambassadors to the larger profession.

E. Authorship

Interactive Multimedia values single-authored work in scholarly or reputable professional or general-interest outlets, and similarly "solo" creative and professional work. Given the multidisciplinary nature of the field, however, we do not necessarily value sole authorship above collaborative authorship. IMM frequently serves as the connecting point between other academic, creative and/or professional areas of interest, therefore collaboration is common and consistently recognized as a valuable means of advancing knowledge in the field. However, faculty members wishing to count multi-authored work toward tenure or promotion are expected to clearly articulate their individual contribution — proportion, roles, deliverables, etc. — to the evaluating committee.