


**Department of Interactive Multimedia
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.

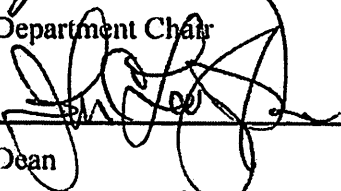
To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications.



Department Chair

10/22/15

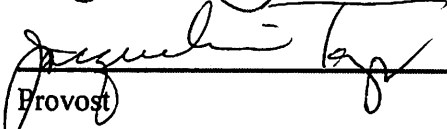
Date



Dean

10.22.15

Date



Provost

12/16/15

Date

The Department of Interactive Multimedia will next review its disciplinary standards in Academic Year 2021-2022.

Disciplinary Standards for the Department of Interactive Multimedia at The College of New Jersey

The College of New Jersey Mission Statement

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ's exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse 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 in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

The School of Arts and Communication Mission Statement

The School of the Arts and Communication educates students in our disciplines and serves an advocate for the arts and communication by engaging the campus and larger community. We cultivate social inclusiveness, intellectual curiosity, technical mastery, disciplinary fluency, and an appreciation of the transformative power of creativity. We provide a foundation of core skills to prepare students for diverse and evolving opportunities.

Department of Interactive Multimedia Mission Statement

The mission of the Department of Interactive Multimedia is to help students develop a diverse range of skills and experiences that serve the conceptualization, design and production of innovative digital and interactive media projects, and to build a foundation of core concepts and strategies that will empower students to acquire new skills and adapt to inevitable shifts in the field. We value collaboration and the cultivation of connections between disciplines. We encourage students to think critically and articulate their ideas about the impact of technology and media on our everyday lives and our broader culture.

Department of Interactive Multimedia Learning Outcomes

The learning outcomes in the Department of Interactive Multimedia focus primarily on the integration and convergence of multiple disciplines. Students learn to solve problems through design thinking, collaboration, project management, and media production. Students understand, design, and create artifacts of digital media, computation, and interactive stories, while developing advanced proficiency in one of these three core areas. In addition, students are sensitive to the cultural context of their work and its impact on the surrounding community.

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 Department of Interactive

Multimedia at The College of New Jersey. While this document alone does not 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 Department of Interactive Multimedia.

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, electrical 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.

The Department of Interactive Multimedia prides itself as being a community of teacher-scholars by fostering a connection between faculty scholarly and creative work and student learning. IMM faculty members are deeply committed to pursuing their own scholarly and creative work and integrating this with their teaching when possible and/or appropriate. The faculty work alongside a diverse student population to identify emerging technologies and their cultural impact in the world. Specific activities include collaborating with students through the Mentored Undergraduate Summer Experience (MUSE), offering independent studies, attending conferences and working with students in the social learning spaces (U-Lab).

B. Categories of Acceptable Scholarly/ Professional/ Creative Work

Because our discipline is comprised of 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 multidisciplinary, 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 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
- Securing a grant
- Developing new pedagogies and curricular approaches for which considerable research, creative output and/or technical development has been required and shows considerable usage and acceptance in the greater educational community

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

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. Any consulting or work related to product development are considered scholarly when they involve the creation of knowledge and impact significantly on one's discipline. Categories of professional activity include:

- Development of a comprehensive, market-accepted 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

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 Department of Interactive Multimedia 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.

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-accepted 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 has been required and shows considerable usage and acceptance in the greater educational community
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 such as Hackathons, Game Jams, etc
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. Developing initiatives to engage and educate individuals and organizations in the community — schools, non-profits, local businesses, etc. — through the use of interactive multimedia.
20. Professional consulting

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. The PRC is responsible for mentoring candidates throughout the course of the probationary period by reviewing the candidate's scholarly/creative/professional work, providing guidance and addressing issues that arise regarding teaching or scholarship.

Tenure and/or Promotion to Associate Professor

Note: the same disciplinary standards apply to both distinct processes

- 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 5-20.
- Additionally, three examples of work from categories 17-20 could be combined to equal one example of work in categories 5-16.

Promotion to Full Professor

Faculty can apply for promotion to full professor five years after earning promotion to associate 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 5-20.
- Additionally, three examples of work from categories 17-20 could be combined to equal one example of work in categories 5-16.

In some cases, a candidate may receive credit towards promotion based on the scholarly/creative/professional work started or completed at a previous institution. The number of years awarded, if any, should be stated in the candidates' signed contract. For example, if a candidate is awarded two years of credit towards promotion, work that began two years before the candidate's official start date can be applied towards their promotion dossier if the work is applicable to the department's disciplinary standards.

In addition, candidates applying for a promotion to Professor may not include scholarly/creative/professional work completed prior to being awarded a promotion to Associate Professor. In other words, work counted towards a promotion to Associate Professor may not count towards a promotion to Professor. However, an exception can be made if the scholarly/creative/professional work is ongoing and the candidate includes significant work conducted after being promoted to Associate Professor.

These standards may be adjusted under circumstances when, as stated in the Promotions document: "there may be period when the level of scholarly activity is somewhat reduced (but not eliminated) due to a significant increase in teaching or service, such as serving as Department Chair."

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

The Department of Interactive Multimedia 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. While do not consider such involvement mandatory to tenure and promotion, 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. The Department of Interactive Multimedia encourages faculty to integrate the teacher-scholar model into their creative and scholarly program. Collaborative research and design projects with contributions from students will be accepted among the achievements submitted toward tenure and promotion, as long as the student components are clearly articulated and quantified by the candidate.