

Department of Sociology and Anthropology
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



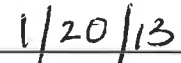
Dean



Date



Provost



Date

The Department of Sociology and Anthropology will next review its disciplinary standards in (or before) Academic Year 2019-2020.

Guidelines for Disciplinary Standards for Sociology & Anthropology

Department of Sociology and Anthropology

The College of New Jersey

September 12, 2012

I. INTRODUCTION

This document sets forth scholarly expectations for faculty in the Department of Sociology and Anthropology. It is intended to: (1) guide new departmental faculty in their quest for reappointment, tenure, and promotion within the framework of being true teacher-scholars and to guide development of tenured faculty as teacher-scholars; (2) guide the Promotion & Reappointment Committee (“PRC”) in evaluating candidates for reappointment, tenure, promotion, and periodic post-tenure review; and (3) foster an environment that supports faculty dedicated to the missions of TCNJ, the School of Humanities and Social Sciences, and the Sociology and Anthropology Department.

II. TEACHER-SCHOLAR EXPECTATIONS IN SOCIOLOGY & ANTHROPOLOGY

The TCNJ Mission Statement describes the institution as “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. . . .” To that end, the Department of Sociology and Anthropology has identified goals and objectives specific to our disciplines that support the mission of the College and its School of Humanities and Social Sciences “to educate lifelong learners, thoughtful leaders, and compassionate human beings prepared for world citizenship.” Specifically, Sociology and Anthropology faculty are expected to be actively and meaningfully involved in all of the following critical ventures:

1. Keeping abreast of scholarly and applied discourse in one’s respective subfields of sociology and/or anthropology, and/or in relevant interdisciplinary fields;
2. Attending and participating in regular meetings of professional organizations;
3. Actively pursuing an agenda of research and public dissemination pertaining to, but not limited to, the following types of scholarship, all of which are valued regardless of methodology:
 - Social scientific research in Sociology and Anthropology – i.e., “basic” sociological or anthropological scholarship in which new knowledge is acquired and disseminated;
 - Syntheses and theory construction within and across disciplines;
 - Applied and evaluation work in sociology and anthropology – i.e., various efforts to bridge theory and practice through research and action;
 - Pedagogical scholarship – i.e., investigation of ways that students learn sociological and anthropological concepts, methods, and theories, as well as

assessment of instructional methods designed to foster such learning; it is optimal that the teacher/scholar's research will be reflected in his or her classroom teaching;

- Activism – i.e., using the perspectives and tools of sociology and anthropology to promote social change; and
 - Public sociology and anthropology – i.e., communicating scholarly knowledge or perspectives to non-specialist audiences.
4. Involving students in learning, through classroom excellence and mentoring, in the development of broadly-applicable intellectual habits necessary for lifelong learning and productive citizenship. Examples include:
- Collaborative research that engages students in processes of critical inquiry and discovery;
 - Serving as advisor or second advisor to senior theses;
 - Engaging students in service learning projects;
 - Teaching directed readings and supervising independent research projects;
 - Professionally socializing students via interaction in classes, at conferences, in co-curricular activities, and through personalized advising;
 - Assigning challenging, meaningful disciplinary projects;
 - Collaborating with students to organize self-designed majors; and
 - Collaborating with students through the Mentored Undergraduate Summer Experience (MUSE) or similar summer research experience.

III. EVALUATING SCHOLARSHIP IN SOCIOLOGY & ANTHROPOLOGY

The TCNJ Promotions Document delineates four standards for evaluating teacher-scholar activities: high quality work as judged by one's peers; recognition at the national, regional, or local level; sustained effort, involvement, and record of accomplishment; and impact of one's activities. The Department of Sociology and Anthropology supports all of these standards. They provide a useful foundation for delineating discipline-specific standards for teacher-scholar excellence.

Sociology and Anthropology are distinct disciplines, but there are important points of similarity. Scholars within both disciplines carry out basic, applied, interdisciplinary, and pedagogical research, and engage in a variety of outreach initiatives. Our department values a wide array of research methodologies and professional activities. Thus, we affirm that any application of standards must respect individual differences in scholarly programs and professional goals.

Our shared disciplinary standards are as follows:

1. Ongoing Scholarly Program – Teacher-scholars in the Department of Sociology and Anthropology are expected to have an on-going and thoughtfully-developed program of scholarship. Teacher-scholars may concentrate on one type of research (basic, applied, pedagogical) or may distribute their scholarship across types. Teacher-scholars are also expected to disseminate the results of this scholarly program appropriately. Rates of

dissemination will, of course, vary based on the nature of research and type of methods used.

- An important element of personnel reviews is the teacher-scholar's future plans and goals. It is important to respect and support the continued vibrancy of teacher-scholar activity. The focus of teacher-scholar activity may change with the seasons of an academic career – but continued engagement, reflection, and growth are expected to persist and be maintained over time. We recognize that staying involved and remaining vibrant may mean taking risks to change focus, adopt a new methodological approach, or develop a new application. As a community of teacher-scholars, we are committed to recognizing, valuing, and supporting each others' unique paths of professional growth.
2. Academic Core – Teacher-scholars should have a core of academic scholarship supported by and disseminated in outlets such as peer-refereed and professional journals, scholarly books, textbooks, chapters in edited volumes, contributions to professional publications (such as professional academic magazines or newsletters), grant-funded publications, and “op-ed” articles in magazines, newspapers, and electronic media. The following can be used to guide choices of scholarship dissemination outlets.
- Regarding authorship, first-authored works are evaluated positively; for multiple-authored works, the percentage of contribution must be specified. Collaborative authorship with current or former students is evaluated positively; the percentage of contribution must be specified. Likewise, grant applications are evaluated positively; collaborative applications must specify the percentage of contributions.
 - For journal articles, evidence for impact on the field includes: peer review, acceptance/rejection rates for the journal, professional sponsorship or other affiliation status of the journal, the total circulation of the journal, and citations to the article.
 - For books, evidence for impact on the field includes: academic standing of the publisher, published scholarly reviews, evidence of readership (e.g. size of the press run, sales, course adoptions), and citation frequency.
 - For invited publications and presentations, evidence for impact on the field includes: academic standing of the publisher, the scope of the professional organization extending the invitation (i.e. international, national, regional, or local), and the number of invited colloquia given at the college/university level.
 - For conference presentations (e.g., symposia, papers, roundtables, poster sessions), evidence for impact on the field includes: the peer review process used for the conference and the scope of the professional organization sponsoring the conference (i.e. international, national, regional, or local).
 - For external funding (e.g., basic or applied grant projects), evidence for impact on the field includes: information about the granting agency or foundation, number of awardees, competitiveness of awards, amount of grant(s), role on grant-funded team (e.g., Principal Investigator, co-Principal Investigator). Grant applications that were not funded may also be cited, and seen as evidence of pursuing an active research agenda.

- For editorial roles, evidence for impact on the field includes: activities in the capacity of editor-in-chief, associate editor, contributing editor, or assistant editor; guest editor for a special issue of a journal; membership on an editorial board, invitations to serve as an ad hoc reviewer on journal submissions; membership on a grant review panel; invitations to serve as an ad hoc reviewer for grant applications.
 - For professional consulting activities, evidence for impact on the field includes: the number and scope of technical reports; the importance of the consulting work to the client, and the frequency, persistence, or range of clients for consulting activities.
 - For professional honors, awards, and other forms of recognition, evidence for impact on the field includes: nomination or election as an officer of a professional organization, including consideration of the scope of the organization (i.e., international, national, regional, or local); recognition through fellowship status in a professional organization, including consideration of the scope of the organization; external funding of research activities; awards, prizes, and other forms of recognition including consideration of the scope of the organization presenting the award.
 - For invitations to other academic institutions, evidence for impact on the field includes: invitations to speak on research or lead relevant discussions, invitations to serve on doctoral committees, and other such recognition.
 - For public sociology and anthropology, evidence for impact in the field includes: the audience and scope of project; awards and nominations; and the form and status of dissemination, such as local, regional, and national media.
3. Diversity of Impact – Teacher-scholars may choose a variety of outlets for dissemination of scholarship, based on their targeted impact goals. Some element of student impact is desirable. Some element of academic impact is also expected, as is expansion over time into multiple types and levels of impact. Recognized levels of impact include but are not limited to:
- Impact on Students: The Department of Sociology and Anthropology evaluates impact partly by the significance of scholarly work for students’ development as scholars and professionals (e.g., modeling and mentoring in undergraduate research or field work, engaging undergraduates directly in research, co-authoring scholarly presentations and publications, first-person discussions of the research process and research findings in courses). Publications and presentations that include student authors or co-authors are useful and valued.
 - Academic Impact (e.g., advancing basic and/or applied knowledge): Academic impact includes the importance of information (theory, empirical data, methodological innovation, application) for academic audiences and typically includes dissemination in peer-reviewed media.
 - “Real-World” Impact: We recognize impact in various types of communities (applied professional, public, organizational, policy), as well as at different levels of community organization (local, state, national, and international communities),

including funding from outside sources to support direct involvement of students in research.

We recognize that the impact of scholarship on students and the community can be difficult to demonstrate. Nevertheless these are valued areas of impact. There are no clearly-established criteria for scholarly contributions in these areas. Documentation of this type of impact is thus particularly important. Indicators may include, but are not limited to, student authorship and co-authorship on presentations/publications, undergraduate research involvement, mentee pursuit of graduate training, mentee presentation at professional conferences, community testimony on use of technical reports or consultation on issues of public policy, community awards, expert review or letters about the quality and impact of applied work, and external evaluation of engaged scholarship.

IV. DISTINCTIVE CRITERIA FOR REAPPOINTMENT, TENURE, AND PROMOTION

1. **Tenure:** Reappointment to a sixth (tenure) year requires continuing scholarly achievement since the initial appointment. This is defined as one article or chapter-length manuscript accepted for publication every other year, on average. Normally this would mean two publications accepted by the time of application for tenure with no pre-set interim deadlines so long as the department is satisfied with the candidate's progress in implementing the research plan. A peer-reviewed book is considered the equivalent of several articles. Work published prior to employment at TCNJ does not count toward this requirement.
2. **Associate Professor:** Promotion requires continuing scholarly achievement since the initial appointment. This is defined as one article- or chapter-length manuscript accepted for publication every other year, on average, with a peer-reviewed book considered the equivalent of several articles. In the case of a strong record of publication, other scholarly activities identified above may be substituted for a publication.
3. **Professor:** Promotion requires a sustained pattern of scholarly achievement since attaining the rank of Associate Professor, with evidence indicating maturation of the scholarly record and breadth of professional impact. A sustained pattern is defined as one article- or chapter-length manuscript accepted for publication every other year, on average, with a peer-reviewed book considered the equivalent of several articles. Other scholarly activities or exceptional service (such as department chair or program director) will be taken into account when considering a reduction of scholarly activity.