

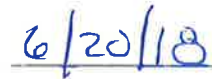
Department of Public Health  
The School of Nursing, Health, and Exercise Science  
The College of New Jersey  
Disciplinary Standards for Reappointment, Tenure, and Promotion

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



Date



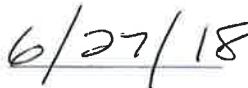
Dean



Date



Provost



Date

The Department of Public Health will next review its disciplinary standards in  
2021.

**Guidelines for Disciplinary Standards for Department of Public Health**  
**School of Nursing, Health, and Exercise Science**  
**The College of New Jersey**  
**2018-2021**

**I. INTRODUCTION**

The Department of Public Health Disciplinary Standards articulate guiding principles that are developed to align with the Mission of the College and the School of Nursing, Health, and Exercise Science. We recognize that the College is primarily an undergraduate institution with targeted graduate programs. For this reason, we expect that our faculty members are accomplished and engaged teacher-scholars and students are accomplished and engaged learners in addition to developing a unique role and approach to scholarly activity. This document sets forth scholarly expectations for faculty in the Department of Public Health. It is intended to foster an environment that supports faculty dedicated to the missions of TCNJ, the School of Nursing, Health, and Exercise Science and the Department of Public Health.

**II. PURPOSE**

The Department's Disciplinary Standards are consistent with the criteria set forth in the TCNJ Reappointment and Promotions Document and its main purposes are to:

1. Describe standards for scholarly productivity that are consistent with expectations set forth by The Association of Schools and Programs of Public Health (ASPPH) Council of Public Health Practice Coordinators for public health faculty and that support the teacher-scholar model recognized at TCNJ.
2. Provide guidance for pre-tenured faculty in their journey toward reappointment, promotion, and tenure.
3. Provide guidance to tenured faculty in maintaining scholarly productivity within the teacher-scholar model, as they work toward promotion.
4. Provide guidance to the promotion and tenure committee in evaluating candidates for reappointment, promotion, and tenure.
5. Create and sustain an environment within the Department of Public Health that is supportive of faculty in their scholarly work and of the missions of the School and College. The School of Nursing, Health, and Exercise Science has a mentor system for new faculty that seeks to support and guide them from the time of initial hiring through the tenure and promotion processes.

**III. Standards for Scholarship in Public Health**

TCNJ's Mission Statement embraces a Teacher-Scholar model and states that the institution "believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders." As such, the Department of Public Health has a serious and continuing commitment to scholarship that enriches the teaching environment, supports mentoring of students and disseminates models of teaching excellence in support of the teacher-scholar model. As part of this commitment, the Department recognizes that Public

Health goals are often achieved using collaborative, interdisciplinary approaches to fostering creative approaches to addressing public health concerns and finding solutions to the many challenges facing health care in the United States. Indeed, “The College values the scholarly and creative enterprise, and values scholarship that crosses departmental boundaries and that integrates a variety of approaches, theories, methodologies and practices.” Consistent with the TCNJ Reappointment and Promotions Document (2017) the College recognizes a range of scholarly models including:

- The Scholarship of Discovery – the traditional research model in which new content knowledge is acquired;
- The Scholarship of Integration – the creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines;
- The Scholarship of Application – the bridging of gaps between theory and practice through research and action;
- The Scholarship of Pedagogy – the discovery of or evaluative analysis of the ways students learn, and the identification and assessment of methods used to foster learning; and
- Artistic Expression – the expression of artistry through the visual, performing or literary arts.

Public Health faculty members are encouraged to collaborate across disciplinary lines with scholars, teachers, and public health practitioners in the US and globally to foster a truly interdisciplinary climate. Such collaboration provides a foundation for bridging gaps between the academy and public health practice that facilitate the dissemination and application of research findings, developed pedagogical approaches and best practice models needed for furthering the health of communities. Additionally, such relationships expedite networking models that ensure high quality placements for student internships, future learning and secured leadership positions. In this manner, the Department of Public Health endeavors to be at the forefront of applications of public health research and knowledge, dissemination of best practices in public health teaching and interventions and provision of creative solutions for communicating health messages, motivations to action and, ultimately, improved health outcomes for the diversity of communities nationally and globally. While most of the work of Public Health faculty is collaborative, faculty are expected to develop a unique role and approach to scholarly activity that is substantiated by scholarly publications and presentations.

Collaborative research, teaching, and practice is highly valued in public health. An initiator and advocate for Community Based Participatory Approaches to Research (CBPR) and Practice (CBPP), Public Health uses these models as a foundation for research and practice. Such approaches have a mandate to involve all sectors of a community in the development, conduct, analysis and dissemination of research and practice with the expectation that such involvement will result in high quality products that meet or exceed ethical and practice standards. CBPR and CBPP models have the expectation that research and practice will improve health outcomes, narrow health disparities and result in longer term, high impact change that will manifest on the

population level. One of the highest prestige funding agencies, Patient-Centered Outcomes Research Institute (PCORI) requires that patients and community members be included throughout the process from prioritizing health needs to developing interventions to analyzing and publishing research results. Hence, multiple authored and funded grants and published articles often include community members and author lists may be long. The candidate is responsible for describing their contribution to the writing of such grants and their roles over the years of data collection, analysis and publication.

Similarly, groups that conduct meta-analysis and publish best practice guidelines like the Cochrane (<http://www.cochrane.org/>) and Campbell (<https://www.campbellcollaboration.org/>) Collaboration groups put together research teams. Being on such a research team is a high honor. Publications from such groups often influence health care practice and guidelines in the US and globally. Publishing with such research groups reflects international recognition and expertise and should be valued even though there are multiple authors. Candidates are responsible for explaining their relevant contribution to co-authored publications, activities and materials. In order to count towards promotion and tenure, such roles must be substantial contributions to the work and link to the independent scholarship of the candidate.

The Department of Public Health values collaborative research and practice and collaborations will be evaluated in a similar manner to non-collaborative work. The quality of the work will be evaluated according to the relevance to public health as a discipline, the significance of the findings and potential outcomes, the potential impact of the findings, the contribution of the author to the publication and the prestige of the journal. Consistent with the teacher-scholar model, co-authorship, mentoring and involvement of students in all phases of the publication process is highly valued. Single-authored and co-authored publications are viewed equally in Public Health. Peer-reviewed original research articles carry more weight than other publications. Journals with high impact factors, high circulation and easily accessible online or through PubMed have more weight than other publications. Although first-authored publications are highly desirable, Public Health recognizes publications where faculty members are not first authors; all co-authored publications are considered in the promotion and reappointment process. These authorship guidelines also apply to local, regional, national and international policy papers, and other publications as well as conference presentations and speaking engagements.

Faculty members are expected to be active in pursuing their scholarship and be able to contribute to the advancement of the scientific body of knowledge within their field of expertise.

Documentation of Public Health scholarship includes work published in books, monographs, chapters, journal articles (published or in press in refereed journals), completed and “under review” for publication, articles published in refereed conference proceedings, policy documents like white papers that are submitted to a legislative or judicial group, posters, abstracts, and/or other presentations at professional local, regional, national, and/or international conferences. Grants, cooperative agreements, and other funded public health activities and projects whether funded internally or externally are highly valued. Book reviews, reports from grant or contract work, editorships of scholarly journals or volumes, media productions and invited reviews of scholarly journals, volumes or proposals are also valued. Non-peer reviewed articles are

encouraged but not considered during the promotion process. Professional honors or awards relating to scholarship, or other forms of recognition, should be included in the application and will be considered by the Department Promotion and Reappointment Committee (PRC).

Student involvement in internal and external grants is also highly valued. For example if a internal or external grant results in a poster presented at a professional conference it would could as scholarship. If it resulted in a student presentation such as a poster at the Celebration of Student Achievement it would count as teaching.

Public Health faculty members are expected to be dedicated to the profession, committed to community health, and to have demonstrated a commitment to excellence in research, teaching and scholarship.

## **DISTINCTIVE CRITERIA FOR REAPPOINTMENT, TENURE, AND PROMOTION**

***For Reappointment and Tenure:*** New-hire associate professors and professors with prior experience in rank at other institutions will need to meet the requirements for associate professors and professors as outlined in these disciplinary standards. Furthermore, for tenure, new-hire associate professors and professors must demonstrate scholarly contributions and/or creative contributions in the individual's field appropriate for the rank and the standards of the specific school/department including evidence of teaching, research and scholarship.

The following bullets are used to provide an example of one pathway to meet the benchmarks for minimum expectations in scholarship for the performance of pre-tenured faculty in progressing toward tenure. The standards do not represent absolute performance expectations, but general guidelines. These guidelines are to be used by pre-tenured faculty as a general map to facilitate progression towards tenure. All of the yearly outcomes do not need to be documented when submitting an annual review of progress but provide a benchmark for tenure track expectations. Where candidates may not meet these guidelines, they must explain how their scholarly products meet or exceed this minimum requirement.

### **YEAR 1**

In the first year the faculty member must show evidence of development of a program of scholarship as demonstrated by scholarly activity including but not limited to:

- Submission of at least one abstract/paper to a local, national, or international conference

### **YEAR 2**

In the second year the faculty member must show continued evidence of scholarship contributing to a program of scholarship including but not limited to:

- Submission of at least one manuscript to a disciplinary or interdisciplinary respected, peer-reviewed journal or an equivalent written scholarly submission
- Submission of at least one grant to either a TCNJ grant opportunity or an external grant opportunity (such as a peer-reviewed foundation, state or federal grant source) and
- At least one presentation at a local, national, or international conference plus at least an additional abstract submitted for presentation.

### **YEAR 3**

In the third year the faculty member must show continued evidence of scholarship contributing to a program of scholarship including but not limited to:

- At least one manuscript accepted for publication in a respected peer-reviewed journal and submission of a second manuscript or the equivalent written scholarly work.
- Submission of a second grant to either a TCNJ grant opportunity or an external grant opportunity (such as a peer-reviewed foundation, state or federal grant source).
- Receipt of funding or continued funding for at least one grant.
- At least one of the submitted manuscripts that contributes to the independent line of study of the faculty member as evidenced by first authorship.
- At least one presentation at a local, national, or international conference plus at least an additional abstract submitted for presentation.

### **YEAR 4**

In the fourth year the faculty member must show continued evidence of scholarship contributing to a program of scholarship including but not limited to:

- At least one published manuscript (as noted above), a second accepted manuscript and evidence of continuing scholarly work such as research in process or a third submitted manuscript.
- Submission of a third grant to either a TCNJ grant opportunity or an external grant opportunity (such as a peer-reviewed foundation, state or federal grant source).
- Receipt of funding or continued funding for at least one additional grant.
- At least one of the submitted manuscripts that contributes to the independent line of study of the faculty member as evidenced by first authorship.
- At least one of the grants that contributes to the independent line of study of the faculty member as evidenced by first authorship.
- At least one presentation at a local, national, or international conference plus at least an additional abstract submitted for presentation.

### **YEAR 5: Summative Review for Reappointment and Tenure and Promotion to Associate Professor**

By the end of the fifth year the candidate must demonstrate continued evidence of scholarship including but not limited to:

- Publication of a second manuscript (as noted above), a third accepted manuscript and evidence of continuing scholarly work such as research in process or a fourth submitted manuscript.
- Submission of a fourth grant to an external grant opportunity (such as a peer-reviewed foundation, state or federal grant source).
- Receipt of funding or continued funding for at least one additional grant.
- At least two of the submitted manuscripts and/or grants that contribute to the independent line of study of the faculty member as evidenced by first authorship.
- At least one presentation at a local, national, or international conference plus at least an additional abstract submitted for presentation.

## V. For Tenure and/or Promotion to Associate Professor and Professor

- 1 **Tenure and/or Promotion to Associate Professor:** Reappointment to a seventh (tenure) year and/or promotion to associate professor requires ongoing scholarly achievement since the initial appointment. Evidence must include two publications by the time of application for tenure and one additional manuscript accepted for publication by the time of application for promotion since the initial appointment. Presentations should include at least four at a national or international forum and an additional submitted abstract. In addition, at least one TCNJ or external funded grant is also expected. A peer-reviewed book or a funded grant may be considered the equivalent of one or more articles depending on quality of the publication/grant and the prestige of the publisher or grant source and at least one should be first authored. Other scholarly activities identified above may be counted as evidence of ongoing scholarly achievement.
- 2 **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. It is expected that the candidate will produce several scholarly products during the period since his or her last promotion. Evidence must include three article- or chapter-length manuscripts accepted for publication. Additionally, presentations must include at least four at a national or international forum and an additional submitted abstract. In addition, evidence of maturation includes the funding or continued funding of at least one external grant(s) since attaining the rank of Associate Professor. A peer-reviewed book or a funded external grant may be considered the equivalent of one or two articles depending on the quality of the publication/grant and the prestige of the publisher or grant source and at least one should be first authored. It is the candidate's responsibility in his or her application (e.g. the professional development essay, supplemental information) to describe how his or her scholarship program demonstrates "a sustained pattern of achievement." Candidates may wish to establish baseline publication rates with which they can compare their productivity since promotion to Associate Professor. Potential sources of such baselines include the candidate's own prior rate of productivity and/or productivity rates compiled by the Department or comparable institutions or published in peer reviewed journals or other reputable sources. Periods of lower productivity due to major teaching or service obligations (e.g., service as department chair) do not preclude promotion to Professor; however, such periods should be explained in the application materials.

Regarding the scholarship itself, maturation may be demonstrated in a number of ways, including: completed scholarship that tackles notable methodological, theoretical, or practical challenges; high scholarly productivity; and successful grant activity. Scholarly maturation will also be evident through recognition of scholarly attainments by others in the field, for example as demonstrated by: publications in prestigious outlets; invitations to publish, present, review, or serve in an editorial capacity that reflect recognition of one's scholarly attainments by others in the field; and prizes or awards for scholarly excellence.

In addition, expanded student involvement in a faculty member's scholarship is valued as an indicator of maturation, to the extent that this is attainable given the characteristics of the faculty member's scholarship and the prior level of student involvement. Expanded student involvement

may be shown in a number of ways, including an increase in the number of students involved or number of semesters during which students are involved, greater sophistication of students' scholarly activities, or an increase in students' attainment of co-authorship on professional publications and presentations.

**References**

The Association of Schools and Programs of Public Health (ASPPH) Council of Public Health Practice Coordinators. (2004). *Demonstrating Excellence in Practice-Based Teaching for Public Health*. Washington DC: ASPH. TCNJ  
TCNJ Reappointment and Promotions Document 2017