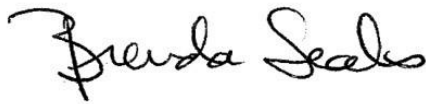


Department of Public Health
The College of New Jersey
Disciplinary Standards for Scholarship

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 1-5. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.



Department Chair

6/15/20

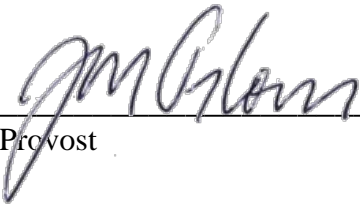
Date



Dean

6/16/20

Date



Provost

07/08/2020

Date

The Department of Public Health will next review its disciplinary standards in
Academic Year 2024-2025.

I. INTRODUCTION

The Department of Public Health Disciplinary Standards articulate guiding principles that are developed to align with the Mission of The College of New Jersey 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. 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.

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) Scholarship of Teaching and Learning (SoTL) Task Force 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.
6. Applicants may request early tenure due to exceptional action. Those applying for early tenure will follow the same submission timeline as those who apply for tenure at the normally required time. A candidate who wishes to apply for tenure on an earlier-

than-normal timeframe must determine if the minimum standards for early tenure outlined in the TCNJ Reappointment and Promotions Document have been met and discuss the process with the PRC and School Dean. Unsuccessful early tenure reviews will result in notice of non-reappointment. Additionally, all faculty, including those who are not tenured, meeting the minimum rank requirements at the time the promotion would take effect are eligible to apply for promotion. This is in accordance with the College's Promotion and Reappointment Document (2017).

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 healthcare 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;
- 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, 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.

III a. Individual, Collaborative, & Interdisciplinary Scholarship

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/>) Collaborations serve as a model for research teams focusing on development and dissemination of public health best practices. 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 are the standard. Journal articles that are not peer reviewed may be part of establishing a line of research but do not count towards the minimum requirements for tenure or promotion. 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. We welcome peer reviewed open source publications as long as the journal is listed in the Directory of Open Access Journals (DOAJ). The DOAJ is a community-curated online directory that indexes high quality, open access, peer-reviewed journals. These authorship guidelines also apply to local, regional, national and international policy papers, and other publications as well as conference presentations and speaking engagements.

Consistent with the teacher-scholar model, student involvement in collaborations is highly valued. Expanded student involvement may be shown in a number of ways, including an increase in the number of students involved in collaborations for intervention, research or practice considering the 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. Where faculty members have mentored students so that the faculty members appear lower in the authorship list or as final author, this contribution should be explained in the annotated CV and will be valued as consistent with the teacher-scholar model. Other outcomes such as the development of new interventions, curricula, health communication campaigns or other products are also recognized.

III b. Standard and Evidence for Productivity

Primary Evidence of Productivity

Category 1: Peer-reviewed Publications

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. Policy documents like white papers that are submitted to a legislative or judicial group are also considered. 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 considered.

Category 2: Presentations and Professional Participation

Public Health faculty members are expected to be dedicated to the profession and should demonstrate a commitment to excellence by disseminating results of their scholarship. Active membership and participation in the faculty member's professional organization is encouraged. This includes regular attendance and presentations at local, regional, national, and international conferences. Public Health faculty members are encouraged to hold membership in at least one major organization. Serving on a Task Force, Committee, as an Officer for a national, regional or local Public Health organization is also valued.

Public Health faculty are expected to actively participate in conferences via dissemination of research/scholarship by presenting research posters or slide presentations, lectures (invited or queried), workshops, competitive training, fellowships, and workshops, and/or seminars. Articles published in refereed conference proceedings, posters, abstracts, and/or other presentations at professional local, regional, national, and/or international conferences are valued.

Category 3: Grants

Public Health faculty are encouraged to seek and obtain internal (e.g. MUSE, SOSA) and external (e.g. foundation, state or federal) research grants. Grants support the faculty member's career development and can benefit the department as a whole via funding for equipment, travel requests, publication costs, programs, and research assistants. Grants, cooperative agreements, and other funded public health activities and projects whether funded internally or externally are highly valued. Grants can assist in establishing a research agenda or specialization. Obtaining an external grant may count as a maximum of one publication for tenure/promotion.

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

IV. Public Health Expectations For Reappointment, Tenure, and Promotion to Associate Professor

According to the College's Promotion and Reappointment Document¹, "the College values scholarship that crosses departmental boundaries and that integrates a variety of approaches, theories, methodologies, and practices and that is uniquely suited to our institution, such as projects that involve TCNJ students in a scholarly manner or are connected to our role in the larger community." In addition, the College recommends that "finished works will be submitted to an appropriate jury of peers for rigorous evaluation and the finished works will be published, presented, or performed in a respected venue consistent with accepted scholarly standards." TCNJ requires "this level of accomplishment and is the most important evidence for reappointment and tenure within the scholarly/creative/ professional activity area." The faculty member should demonstrate "strong evidence of accomplishment." In addition, faculty members

are required to “continue scholarly/creative/professional achievement since initial appointment” and should demonstrate “strong evidence of accomplishment.” In the Public Health department, this includes:

- Reappointment to a seventh (tenure) year and/or promotion to associate professor requires ongoing scholarly achievement since the initial appointment. The faculty member is encouraged to involve students in research when appropriate.
- Evidence must include **three publications (i.e. article/book/chapter) by the time of application for tenure.** Publications/books/chapters/articles “in press” will be counted toward the required number. The faculty member should be the lead author on at least one publication.
- **Presentations should include at least five at a state, regional, national or international forum.** One of the five may be an abstract submitted for consideration. The faculty member should be the lead presenter on at least two of the presentations. Faculty are encouraged to collaborate with other colleagues that may result in co-authored presentations. At least one of the presentations should be at a national conference.
- **Submission of grants with a minimum of one funded as Principal Investigator.** A combination of internal TCNJ or external funded grants are expected with the preference for external funding. Grants can assist in establishing a research agenda or specialization. Obtaining an additional internal or external grant may count as a maximum of one publication for tenure/promotion.
- Other types of scholarship considered when applicable. The Public Health PRC will consider other scholarships including, but not limited to, program review reports or program certification/accreditation reports, grant reports, and monographs, media productions, consulting, and research currently in progress when thoroughly evaluating the candidate.

IVa For Promotion to Professor

According to the College’s Promotion and Reappointment Document¹, faculty members are required to “sustain a pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation and continuation of the scholarly/creative/professional record.” Faculty members are also required to “provide external reviews by an expert in the candidates field as a mandatory component of evidence for promotion to Professor.” The faculty member should demonstrate a high level of achievement in each of the following areas recognized by the DPC and an expert in the candidate’s field.

Evidence must include:

- Faculty members are encouraged to continue the research agenda established during their first few years at TCNJ. Faculty members should clearly demonstrate progression from the time they received the rank of associate professor. 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.

- 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.
- Faculty member having **at least three publications in peer-reviewed research journals or books/book chapters since last promotion.** Public Health faculty research may include: research with a data set, a mix of pedagogy based articles, review articles or content specific to public health fields. First-author publications are preferred but consideration will be given to co-authored publications depending on the scope and quality of the project. **Articles "in press" will be counted toward the required number.** There should be a consistent pattern of publications without large gaps in productivity. If large gaps in publication productivity exists, the faculty member must provide a reasonable explanation (i.e. increased teaching or service load, department chairperson responsibilities, assigned time for committee work, medical leave, etc.). In accordance with the College's Promotion and Reappointment Document¹, "periods of relatively less activity in one area should be complemented by greater activity in the others, producing a consistently high level of accomplishment and balance overall.
- Faculty members should have at least **five additional presentations at either a local, regional, national, or international professional conference since their last promotion.** One of the five may be an abstract submitted for consideration. A minimum of **two first-author presentations are required.** At least **two of the presentations should be at a national or international conference.**
- Since the last promotion, faculty are required to obtain **one external grant as the Principle Investigator** OR have continued funding from a previously acquired granting source. **Obtaining an additional external grant may count as a maximum of one publication for tenure/promotion.**
- Other types of scholarship considered when applicable. The Public Health PRC will consider other scholarship including, but not limited to, program review reports or program certification/accreditation reports, other non-traditional grants (e.g. program design, innovation, pedagogy), grant reports, and monographs, media productions, consulting, and research currently in progress when thoroughly evaluating the candidate.

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.

The Association of Schools and Programs of Public Health (ASPPH) Framing the Future Task

Force. Framing the Future. (2018). Washington DC: ASPH. <https://www.aspph.org/teach-research/framing-the-future/>

The Association of Schools and Programs of Public Health (ASPPH) Scholarship of Teaching and Learning (SoTL) Task Force. The Scholarship of Teaching and Learning. (2018) Washington DC: ASPH. <https://www.aspph.org/teach-research/scholarship-of-teaching-and-learning/>

TCNJ Reappointment and Promotions Document, 2017, <https://policies.tcnj.edu/?p=448>