

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.

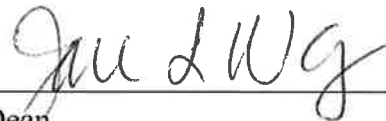
To maintain consistency and transparency for candidates seeking reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure/promotion applications. Candidates for promotion will use the disciplinary standards in effect in the year in which they apply for promotion.



Department Chair

4/11/2023

Date



Dean

5/4/2023

Date



Provost

May 8, 2023

Date

The Department of Sociology and Anthropology will next review its disciplinary standards in Academic Year 2026-2027.

Guidelines for Disciplinary Standards for Sociology & Anthropology
Department of Sociology and Anthropology

The College of New Jersey

April 11, 2023

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 and tenure/promotion and to guide continued 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. Thus, these disciplinary standards are in accordance with TCNJ's commitment to the teacher-scholar model, to free inquiry and open exchange, and to excellence in teaching, creativity, scholarship, and citizenship, as well as to the mission of the School of Humanities and Social Sciences to provide our students with a "personalized, collaborative, and rigorous education...that engages students at the highest level both within and beyond the classroom."

II. TEACHER-SCHOLAR EXPECTATIONS IN SOCIOLOGY & ANTHROPOLOGY

As committed teacher-scholars, Sociology and Anthropology faculty are expected to be 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, some or all of the following types of scholarship, all of which are valued regardless of methodology. Public dissemination may take many forms depending on the type(s) of scholarship (see evaluation criteria in Section III):
 - Social scientific research in Sociology and/or 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/or anthropology — i.e., various efforts to bridge theory and practice through research and action.
 - The scholarship of teaching and learning — 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;
 - Activism — i.e., using the perspectives and tools of sociology and/or anthropology to promote social change.
 - 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 or community engaged projects.
 - Teaching directed readings and supervising independent research projects.
 - Professionally socializing students via interaction in classes, at conferences, in cocurricular activities, and through personalized advising.
 - Assigning challenging, meaningful disciplinary projects.
 - Collaborating with students to organize self-designed majors.
 - Collaborating with students through the Mentored Undergraduate Summer Experience (MUSE) or similar summer research experiences.

III. EVALUATING SCHOLARSHIP IN SOCIOLOGY & ANTHROPOLOGY

The Reappointment and Promotions Document (RPD) 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 including public sociology/anthropology and activism. 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 ongoing 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 expected to disseminate the results of their 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 ongoing vibrancy of teacher-scholar activity. The focus of teacher-scholar activity may change with the seasons of an academic career, but ongoing 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 other's unique paths of professional growth.

2. Academic Core and Recognition

Teacher-scholars should have a core of academic scholarship disseminated and recognized by scholarly and/or public audiences. The Department has divided scholarship into three tiers to guide decisions about dissemination outlets and activities; for items within the tiers, there are varied types of evidence for impact and recognition.

Tier 1: Primary evidence of scholarly productivity

- a Scholarly books
 - 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.
 - A peer-reviewed book counts for two Tier 1 items.
- b Peer-refereed and professional journals
 - 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.
- c Chapters in edited volumes
- d Textbooks
- e Funded external grant--one such grant may be considered as part of Tier 1
 - 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, grant amount, role on grant-funded team (e.g., Principal Investigator, co-Principal Investigator).
 - Funded external grants that substantially support the research of the faculty member are evaluated most positively

Tier 2: Additional evidence of scholarly productivity

- a) Additional funded external grants (see Item "e" above)
- b) Additional items from Tier 1 (a-d)
- c) Application for external grant (not awarded)
- d) Book reviews published in scholarly journals
- e) Encyclopedia entries
- f) Peer-reviewed/refereed conference proceedings
 - For conference proceedings, evidence for impact 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). Candidates should explain how proceedings are used for dissemination in sub-fields, particularly in situations where publication in proceedings is the primary means for disseminating research results (and where no other form of publication is expected).

- g) Contributions to professional publications (such as professional academic magazines or newsletters)
- h) Op-eds or other public sociology/anthropology
 - For public sociology/anthropology and/or activism, evidence for impact includes the audience and scope of project and the form and status of dissemination, such as local, regional, and national media.
- i) Editorial work as the editor of a volume or special edition of a journal
- j) Student co-authorship
 - Student co-authorship counts as one additional Tier 2 item tied to a scholarly product (ie – the PRC would count a peer-reviewed journal article with a student co-author as one Tier 1 item (the article) and one Tier 2 item (the student co-authorship)).
- k) Professional consulting activities (paid or unpaid)
 - For consulting activities, evidence for impact 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.
- l) Professional honors, awards or forms of recognition
 - For honors, evidence for impact 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.
- m) Invited service on a doctoral committee
- n) Management of multi-PI project
 - Management of a multi-PI project counts as one additional Tier 2 item tied to a externally funded grant (ie – the PRC would count an externally funded grant where the candidate serves as the managing PI on a multi-PI project as one Tier 1 item and one Tier 2 item).
- o) Creation of an archive or dataset available to other scholars
- p) Documentary films
- q) Membership on a grant review panel

The above is a non-inclusive list. For other items, the candidate should justify that it should count based on the following criteria: creation and dissemination of a scholarly product of use to a scholarly community (e.g., other items that appear in the candidate's TCNJ Standardized CV).

Tier 3: Evidence of conference participation and other presentations external to TCNJ

- a) Conference presentations (e.g., symposia, papers, roundtables, poster sessions)
 - For conference presentations, evidence for impact 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)
- b) Invited talks

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, collaborative grant applications must specify the percentage of contributions.

3. Diversity of Impact

Teacher-scholars may choose a variety of outlets for dissemination of scholarship, based on their targeted impact goals and type of scholarship as listed in Section II.3. 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 (see Tier 2, item "j").
- **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** (e.g., advancing public sociology/anthropology or activism): We recognize impact in various types of communities (applied professional, public, organizational, policy, activism), 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. Student involvement is valued but is diverse in nature and outcomes. 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. Reappointment During the Probationary Period

Candidates for reappointment should show demonstrable progress in their scholarly work and program since first coming to TCNJ. Examples of progress include evidence of journal or book submissions, acceptance letters, letters of interest, conference presentations, and publications.

2. 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. This would mean:

- three items from Tier 1 accepted by the time of application for tenure and/or promotion to associate professor since the initial appointment;
- in addition, candidates are expected to produce three items from Tier 2,
- and two items from Tier 3.

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 Dean of the School of Humanities and Social Sciences.

In those cases where the candidate has already attained a high enough level of productivity and accomplishment so that they are initially appointed at the rank of Associate Professor or Professor, they will need to provide evidence of the establishment of a viable research program and continued productivity at the College in order to be considered for tenure.

3. Professor

Promotion to Professor requires continued scholarly activity since attaining the rank of Associate Professor. For the Department of Sociology and Anthropology, sustained scholarly activity will be reflected by all of the following:

- Clear articulation of a continuing, productive research program going forward.
- Three additional items from Tier 1, three additional items from Tier 2 and three items from Tier 3 since attaining the rank of Associate Professor. For promotion to Professor, exceptional service (such as a term or more of service as department chair) may be taken into account when assessing the timing and trajectory of scholarly output.
- Confirmation by two external reviewers considered experts within the candidate's disciplinary area that the candidate has established a sustained pattern of scholarly achievement. These external reviewers will also provide evidence indicating the maturation of the scholarly/creative/professional record.
- The candidate should describe how their research program has matured. Some indicators of maturation could include publishing in higher impact journals; publishing with more undergraduate co-authors; addressing broader and/or more complex research questions; increasing the interdisciplinarity of the research program. In addition, service to one's discipline can bolster the case for scholarly maturation because it is an indication of recognition by disciplinary peers, such as: reviewing major grant proposals, serving on editorial boards, being invited to give scholarly presentations, and/or organizing major conferences.

These lists are not exhaustive and it is the responsibility of the candidate to articulate how they have achieved a level of maturation appropriate to justify the rank of professor.