

World Languages and Cultures
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.

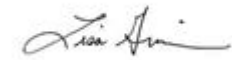
To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment will be used for reappointment and tenure applications. Candidates for promotion will use the disciplinary standards in effect in the year in which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



Department Chair

12/15/2023

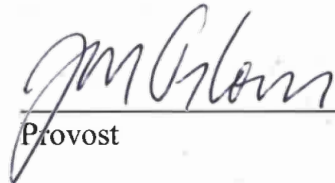
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Dean

12/15/2023

Date



Provost

12/18/2023

Date

World Languages and Cultures will next review its disciplinary standards
in Academic Year 2030.

Department of World Languages and Cultures
Disciplinary Guidelines for Scholarship

i. Alignment with Key Institutional Documents and Values

1. **Purpose:** This document articulates disciplinary standards for the evaluation of faculty scholarship in the World Languages and Cultures Department. In particular, it is designed to serve 1) as a guide for faculty to help them plan and effectively articulate the conduct and communication of their scholarly, creative and professional activities; 2) as a guide for the WLC Promotion and Reappointment Committee in evaluating faculty progress towards reappointment, tenure, and promotion; and 3) as a means of ensuring a supportive environment for faculty working to achieve the goals and mission of the WLC Department, the School of Humanities and Social Sciences, and The College of New Jersey.
2. **Foundations:** The TCNJ Mission Statement describes the institution as a "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 WLC Department has developed a series of discipline-specific goals and objectives that serve the mission of both The College and the School of Humanities and Social sciences "to educate lifelong learners, thoughtful leaders, and compassionate human beings prepared for world citizenship." In keeping with The College's mission and identity as a primarily undergraduate institution, the WLC Department embraces the notion of the teacher-scholar, and expects faculty to achieve excellence as both teachers and scholars.

Because the WLC Department comprises a wide range of disciplines and specializations (including literary criticism, cultural studies, linguistics, teacher education, comparative literature, and creative writing) in various languages, and because faculty in the WLC Department occasionally share appointments with other departments and programs, any application of institutional standards must respect both individual and disciplinary differences.

Indeed, faculty diversity is essential to our conception of an intellectual community. To maintain this diversity and the richness that comes from it, we strive to uphold principles of fairness and flexibility in evaluating the diverse fields and perspectives of our faculty contributions to the goals and missions of the department, School of Humanities and Social Sciences, and The College.

ii. Categories of Acceptable Scholarly/ Professional/Creative Work

1. **Range of scholarly outcomes:** The WLC Department values peer-reviewed work that has a significant impact on the profession. Scholarly activities may include: journal articles, book chapters, edited volumes of collected essays, monographs, and scholarly press books. Additional evidence of scholarship may also include: invited lectures or keynote addresses, peer-reviewed conference presentations at regional, national, and international conferences, book reviews, review essays, contributions to reference works, and editing of scholarly journals.
2. **Range of scholarly modes:** WLC faculty in the fields of literary criticism, linguistics, and teacher education primarily work in all the modes of scholarship recognized by Boyer: discovery, integration, application, and teaching and learning. Publications in the areas of translation, critical editions, and textbooks are recognized within these modes of scholarship.

3. **Flexibility:** The Department recognizes that scholarly interests may evolve and develop over the course of a faculty member's career. It is expected, however, that one's scholarship relates to and supports the WLC Department's mission.
4. **Discipline-specific challenges:** In advancing toward tenure, faculty must choose scholarly projects that can be effectively managed and completed within the five years afforded by the State's established tenure clock. The WLC Department recognizes that many of the most prestigious journals and publishing houses for both Linguistics and Literature are located abroad. American linguists and literary scholars of great standing routinely disseminate their work through publishers not based in the United States and sometimes publish in languages other than English. WLC values and recognizes works published in the languages of interest of our faculty members.
5. **Criteria for evaluating scholarly venues:** Following the guidelines established by the MLA, we use multiple criteria for evaluating venues for scholarly publication. These include "the journal's [or press'] peer review policy, its rate of acceptance, the nature of its editorial board and publishers, and its general profile in the field it covers." Publications in online venues in literary studies, linguistics and cultural studies that are peer-reviewed, archived and indexed are also acceptable indicators of scholarly accomplishment. We refer faculty that do research in Literature to the MLA Statement on Publication in electronic Journals as a guideline. For Linguistics and Anthropology, faculty members should use the style sheet for the journal to which they are submitting their manuscript.
6. **Interdisciplinary work:** Interdisciplinary work is not only highly valued but a natural outcome of scholarly work in World Languages and Cultures. The criteria for evaluating interdisciplinary work are consonant with the criteria listed above for evaluating scholarly venues.

iii. Criteria to Evaluate different types of Scholarly/Professional/Creative Work

1. **Evaluating quality:** It is expected that faculty members publish work of the highest quality. High quality work is original and sophisticated, and it creates new knowledge or advances new interpretations. Quality may be assessed based on factors such as reviews, number of citations, press run, awards, nominations, prizes, or classroom adoptions, reputation of book press, the press's visibility, and the influence of that press on the discipline, journal acceptance rates, circulation, indexing, peer review, and impact factor, among others.

In addition to peer review by one's reappointment, tenure and promotions committee members, evidence of high quality is also established by using the MLA criteria mentioned above (B.5).
2. **Evaluating pedagogical research:** Pedagogical research and innovative methodological approaches that incorporate current models of state and national standards for teacher preparation in the various fields will be recognized and evaluated according to the same standards applied to all other scholarly work.
3. **Evaluating service with a scholar's research agenda:** Faculty with outstanding records of scholarship often receive opportunities to serve the profession in such activities as referees for a scholarly journal/press, organizer of a conference, or adviser to another institution. The Department values these activities as important contributions to the profession. While they are helpful in establishing a scholar's impact and reputation, the Department does not consider these service activities to be forms of scholarship.

4. **Distinctive criteria for reappointment, tenure / promotion to Associate Professor, and Professor:**

CATEGORIES FOR REAPPOINTMENT, TENURE, AND PROMOTION:

Since candidates for tenure and promotion may demonstrate excellence in a number of ways, we illustrate how they may do so below by means of scenarios to indicate possible and non-exclusive ways in which candidates might satisfy Department minimum expectations for scholarship or scholarly/creative hybrid work.

- **Category One:** Significant book-length scholarly contributions (peer-reviewed or editorial board reviewed). These are not ranked in order of preference.
 - Single-authored or co-authored book
 - Edited or co-edited volume of collected essays
 - Monographs
 - Authorship of textbooks produced by well respected publishing houses in the field

- **Category Two:** Significant scholarly contributions (peer-reviewed or editorial board reviewed). These are not ranked in order of preference.
 - Articles in selected refereed conference proceedings
 - Single-authored or co-authored articles in peer reviewed journals
 - Peer-reviewed book chapters in edited volumes
 - Scholarly review articles that require significant research
 - Creative work such as poetry, short stories and other literary productions

- **Category Three:** Significant scholarly contributions. These are not ranked in order of preference.
 - Literary, technical, and academic translation
 - Invitations to present workshops, to be a keynote speaker, or to participate in professional organizations
 - Presentation of papers at regional, national, and international conferences
 - Research-oriented grant proposals that were funded or positively reviewed.

- 1st-4th Year: Throughout the probationary period, candidates should show steady progress toward a productive and coherent program of scholarship or creativity. By the time of reappointment with tenure or of a promotion decision, there should be a record of

finished work conducted while at TCNJ and clear promise of ongoing and maturing scholarship.

- Tenure and Promotion to Associate Professor: Candidates should have a series of publications (and/or formally accepted and forthcoming work) in a variety of high quality venues. Publications should be discipline appropriate and exhibit scholarly rigor. While recognizing individual differences, the Department expects candidates to present scholarly work that fulfills the requirements of one of the scenarios described below. Publications should demonstrate an ongoing and carefully planned program of scholarship. Candidates should use their application essays to explain changes in that program and to describe their future scholarly agenda. Candidates may present a combination of the following which demonstrate discipline-specific impact on the profession:

Scenario A: One item from Category #1.

Scenario B: Four items from Category #2.

Scenario C: Three items from Category #2, and at least five items from Category # 3.

- Professor: In accordance with the College's guidelines for promotion, promotion to Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly record and impact on the profession. Candidates should have a series of publications (and/or formally accepted and forthcoming work) in a variety of high quality venues. Publications should be discipline appropriate and exhibit scholarly rigor. While recognizing individual differences, the Department expects candidates for promotion to Professor, to have produced scholarly work that fulfills the requirements of one of the scenarios described below.:

Publications must constitute evidence of an ongoing and carefully planned program of scholarship. Candidates may present a combination of the following which demonstrate discipline-specific impact on the profession:

Scenario A: One item from Category #1.

Scenario B: Four items from Category #2.

Scenario C: Three items from Category #2, and at least five items from Category # 3.

It is incumbent on all applicants to explain how their work represents a substantial and sustained contribution to their field in their professional development essays.

Applicants should:

1. discuss and make clear the standards that generally apply in their respective fields;
2. discuss and make clear the quality and selectivity of the conferences and publications through which their work is disseminated;
3. discuss and make clear the impact of their contributions to their respective fields; and
4. demonstrate their potential for future contributions to their field, and discuss their future research agenda.

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

1. **Evaluation of Scope and Importance:** The World Languages and Cultures Department values a scholarly program that has a national or international impact. Such impact is judged by the venues in which work is published, citations and reviews of a candidate's work, re-printings, awards, course adoptions, and professional invitations to discuss one's work or to publish or present papers based on the candidate's reputation in the field.

In keeping with TCNJ's Promotions and Reappointment Document, the Department uses the external reviews required for promotion to full Professor as important but not definitive evidence of the scope and importance of a candidate's work.

2. **Value of Student Involvement:** The World Languages and Cultures Department values scholarly projects that involve students in the same way that it values all other scholarly projects. The scholarly projects are evaluated on the basis of the quality of the work as defined earlier.
3. **Expectations of Productivity:** See Section.iii.4.
4. **Evaluation of Quality and Coherence:** Criteria for evaluating quality have been indicated above. Candidates are expected to articulate the coherence of their work in the essay submitted with the application for reappointment or promotion:
 - a For pre-tenure reappointment, coherence is judged by publication history, the quality of the publications, and the plan for future scholarship in relation to the candidate's previous work.
 - b For promotion to Associate Professor, the Department expects to see a coherent plan for future scholarship and demonstrated coherence and quality in the candidate's publications.
 - c Although the Department expects candidates for promotion to Professor to present their plans for future scholarship, it primarily evaluates the coherence and quality of their body of publications.

v. Authorship

1. **Patterns of Authorship:** The Department primarily values single-authored or co-authored texts published in scholarly outlets. It also values and acknowledges the work of editing and co-editing journal volumes and published collections. Because collaborative works take a variety of forms, candidates should explain and demonstrate their contribution to the overall effort.
2. **Scale of Authorship:** In addition to the publication of peer-reviewed scholarly essays and books, the Department recognizes the value of reviews, review essays, contributions to reference works, invited conference papers, general audience publications, and scholarly notes. While these

smaller scale projects provide a valuable addition to the field, they cannot be in place of the production of larger-scale work.

3. **Student Engagement in Scholarship:** See Section iv.2.