

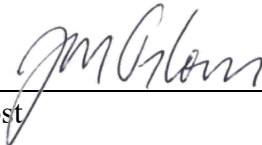


Department of Economics  
The College of New Jersey  
Disciplinary Standards for Reappointment, Tenure, and Promotion

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.

 _____	Dec. 3, 2023 _____
Department Chair	Date
 _____	1/18/24 _____
Dean	Date
 _____	1/22/2024 _____
Provost	Date

The Department of Economics  
will next review its disciplinary standards in Academic Year 2028.

The College of New Jersey  
Department of Economics  
Disciplinary Standards for Reappointment, Tenure, and Promotion

The Disciplinary Standards of the Economics Department are fully aligned with the Mission of the College and the School of Business. These standards express and further the expectation that Economics Department faculty, as accomplished and engaged teacher-scholars, continue to build on and enhance a strong tradition of demonstrated success in educating students to become successful and socially responsible professionals, citizens and, ultimately, leaders. Consistent with this core mission, Economics Faculty also broadly contribute to the field by engaging in rigorous basic, applied, and/or pedagogical research consistent with the TCNJ teacher-scholar model.

### I. PURPOSE

This document articulates guiding principles for the evaluation of candidates applying for reappointment and promotion within the Department of Economics. The most recent TCNJ Reappointment and Promotions Document (“RPD” thereafter) provides the timeline and processes mandated for reappointment, tenure, and promotion at the College. The RPD also includes templates for the application format, and outlines candidate responsibilities. The Department’s Promotion and Reappointment Committee (PRC) encourages candidates to become intimately familiar with the College's reappointment and promotion policies.

### II. DEFINITION OF THE TEACHER-SCHOLAR ROLE

The Department expects that faculty will not only excel in teaching and scholarship but will also, through the senior thesis and other research opportunities, combine research and teaching in a way that expands knowledge and improves the communities in which we live. This expectation, which is consistent with the College's mission of excellence in teaching, creativity, and scholarship, often referred to as a ‘teacher-scholar model,’ as well as the requirements for maintenance of accreditation with the Association to Advance Collegiate Schools of Business (AACSB).

The Department defines teacher-scholar activity to include active engagement of student apprentices in diverse types of scholarship and fosters development of diverse student career goals. Undergraduate research apprenticeships with faculty through the senior thesis (Econ 494 and 495) are the capstone for student learning, even leading to faculty-student joint publications in refereed journals.

### III. EVALUATING SCHOLARSHIP

The Department embraces the *TCNJ RPD* standards for evaluating scholarship, which include:

1) high quality work as judged by one's peers and as indicated by the significance of the field of inquiry; 2) ongoing and active effort, involvement, and record of accomplishment; and 3) scholarship in keeping with the teacher-scholar model, for instance, projects that involve TCNJ students in scholarship, or are connected to the College's larger role in the community.

The framework we describe is intended to fit various types of scholarly programs and goals. In addition to reporting scholarly achievements, applicants for promotion and tenure should articulate their plan for scholarly work.

### 1. Continuity and Planning

The Department expects Teacher-scholars to establish a continuous and intentional program of scholarship. Teacher-scholars may concentrate on one type of scholarship or may engage in scholarship across different research areas and address different audiences. Teacher-scholars are expected to maintain a program of scholarship that is marked by ongoing productivity, and dissemination. A scholarship program consistent with departmental expectations includes: 1) a systematic plan for one's projects; 2) defining responsibility for scholarship with joint authors; and 3) a core of scholarship disseminated in nationally (or internationally) recognized outlets.

### 2. Research Quality and Individual Contribution

Teacher-scholars should have a core of scholarship disseminated in nationally or internationally recognized refereed outlets, including journals and scholarly books. Publications in peer-reviewed journals with high impact are desirable. Regardless of sub-field, quality refereed<sup>1</sup> journal articles, refereed books, or chapters in refereed books carry the most weight for evaluating disciplinary contribution.

Other primary indications of scholarly output include:

- Invited chapters or articles that are editorially reviewed
- New textbook with an academic publisher
- Revised or updated edition of a book.

Indications of secondary kinds of scholarly output include the following:

- Refereed working papers
- Refereed proceedings, publication of a complete paper
- Book chapter
- Case in a text or a book chapter
- Obtaining an external research grant
- Article in a non-refereed professional or trade journal
- Study guide or significant instructional software subject to public scrutiny.

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<sup>1</sup> The term “refereed” refers to a blind, peer-review process. For law journals, “refereed” typically refers to review by upper-level law students.

The PRC would also consider these tertiary indications of scholarly output:

- Presentation and/or non-refereed proceedings at a meeting of an academic or professional organization
- Scholarly presentation at another university
- Editor of a peer-reviewed journal
- Editor for a book of readings subject to public scrutiny
- Significant professional or technical report subject to public scrutiny.

Conference presentations are not considered an end, but rather a means to place work in refereed outlets.

The Department recognizes and values interdisciplinary research, which may be published in journals not generally considered to be economics journals. Likewise, books, chapters in books, and invited articles, may for various reasons be preferable to traditional peer-reviewed economics journals for certain types of research. The Department believes in great flexibility with respect to the range of outlets for faculty members' scholarship in terms of disciplinary focus (e.g., business, law, history and social science journals) to the extent that they meet the standards of quality as noted above.

The Department believes that quality and impact of research are important factors to consider when assessing faculty scholarship. Indications of quality include but are not limited to impact factor, acceptance rate of a journal, or article citations. Additional information helpful in assessing research quality could include: Journal Citation Report numbers, number of reads or downloads, reputation of the publisher, editor and editorial or review board members of a journal, as well as citation counts for the candidate's published works (for promotion to full professor). New and emerging outlets and venues (e.g., online journals) are acceptable to the extent that the quality of the work can be evaluated in a similar manner as more traditional outlets. While external indicators of the quality of disciplinary scholarship provide valuable guidance, the collective expertise of the department PRC represents the best resource for evaluating faculty scholarship.

Both sole and joint authorship works are considered and encouraged, and joint authorship carries the same weight as single-authored publications, including works with students, assuming a meaningful contribution of a faculty member. However, the overall body of their published work should support the inference that the candidate is able to generate new research ideas, show scholarly leadership, and publish this research in quality outlets. For co-authored work, the faculty member should clearly indicate the extent and nature of the contribution to the collaboration.

### 3. Summary of Scholarship Expectation for Reappointment, Tenure and Promotion

#### 3.1. Reappointment during the probationary (pre-tenure) period

Candidates for reappointment should demonstrate progress in their scholarly work since first coming to TCNJ. Examples of demonstrable progress include evidence of journal or book submissions, acceptance letters, letters of interest, conference presentations, and publications. For example, candidates should provide proof of manuscripts that have been submitted but not yet accepted, communication with a publisher, and presentations at conferences. A typical candidate will have at least one peer-reviewed article published, under review, or revised and resubmitted by the time of their third-year review and research projects in development. However, the Department recognizes that factors outside of the candidate's control may impact the pace of the publication process in the discipline.

### 3.2. Tenure and promotion to Associate Professor

To be eligible for tenure and promotion to Associate Professor the Department expects: 1) while at TCNJ, the publication of three refereed articles or a scholarly refereed book (in print or in press) that are consistent with the quality measures explained above; and 2) additional evidence of an ongoing research program characterized by research under peer review or in progress.

It is understood that this research may draw heavily on the dissertation. Along the route to publication in peer-reviewed journals, researchers typically present their work at academic conferences. As noted above, conference presentations are a means rather than an end. While not an absolute requirement, the Department generally expects that candidates for tenure and promotion to Associate Professor will have at least two conference presentations.

### 3.3. Promotion to Full Professor

For promotion to full professor, the Department expects at least four refereed articles consistent with the quality measures explained above since promotion to (or hiring at) the Associate Professor rank, or a scholarly refereed book and a refereed article, and evidence of an ongoing research program, including work in progress. Articles completed prior to employment at TCNJ may be considered in the promotion to Full Professor decision.

## IV. REVIEW OF THIS DOCUMENT

According to College policies, the expectations and standards of faculty scholarship should be reviewed at a minimum of every 5 years. Any proposed changes to the document must be voted on by the Department. The next review of these Disciplinary Standards will occur no later than 2028.