

TCNJ PROMOTIONS AND REAPPOINTMENT DOCUMENT

December, 2008

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THE APPLICATION PROCESS FOR PROMOTION

I. OVERVIEW

The College of New Jersey (TCNJ) affirms that a community of learners and scholars is built around high expectations in which all members use their talents to make the College a better place. The process of promotion at TCNJ functions within this context. The promotion process supports the mission of the College through the recognition of faculty members and librarians who demonstrate continuous exemplary achievement in teaching (or librarianship) and advising, scholarly/creative/professional activity, and service. The standards and procedures for promotion shall be fairly and equitably applied to all candidates, with the goal of supporting a culture in which promotion through the ranks is a regular part of a successful academic career.

The promotion process relies on peer evaluation and recognizes the distinctiveness of academic disciplines. Therefore, the departments (or programs where there are no departments) have the major responsibility for establishing guidelines for promotion, particularly for disciplinary scholarship, and for making initial promotion recommendations. The applications and departmental recommendations are then further considered first by a Dean and then by the College Promotions Committee (CPC) for the purpose of submitting recommendations to the President of the College.

II. BASES AND STANDARDS FOR PROMOTION: TEACHING OR LIBRARIANSHIP, SCHOLARLY/CREATIVE/PROFESSIONAL ACTIVITY, AND SERVICE

A. Minimum Eligibility – Faculty

All faculty, including those not yet tenured, who meet the minimum requirements set out below are eligible to apply for promotion. The minimum qualifications by rank are:

1. Associate Professor

An earned doctorate or other appropriate terminal degree¹ from an accredited institution in an appropriate field of study and five (5) years of professional experience.²

¹ If a candidate presents qualifications in terms of education and experience that his or her department and the Dean judge to be equivalent to the terminal degree, that candidate meets this requirement. This determination should be made at hiring and be part of the candidate's personnel file. The requirement of an earned doctorate or other appropriate terminal degree does not apply to faculty members employed at the College prior to September 1, 1968.

² The determination of the number of years of prior professional experience is an administrative one that should be made at the time of hiring and should then become part of the candidate's personnel file.

2. Professor

An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and ten (10) years of professional experience, at least two of which must have been at the rank of associate professor at TCNJ.³

B. Minimum Eligibility – Librarians⁴

All librarians, including those not yet tenured, who meet the minimum requirements set out below are eligible to apply for promotion. The minimum qualifications by rank are:

1. Librarian II (concurrent rank is Assistant Professor in the library)

A Master's degree or its equivalent from an ALA-accredited program in library or information studies and three (3) years professional experience. A second master's degree in another subject area or reading competence in one (1) foreign language is desirable but not required.

2. Librarian I (concurrent rank is Associate Professor in the library)

A Master's degree or its equivalent from an ALA-accredited program in library or information studies and five (5) years professional library experience. Demonstrated or potential administrative and coordinating ability. A second master's or doctoral degree in a relevant subject area, or ABD status in a relevant doctoral program. Reading competence in one (1) foreign language is desirable but not required. A minimum of five (5) additional years of professional library experience may be considered in substitution for the second master's degree or ABD status.

C. General Bases for Promotion – Faculty and Librarians

All decisions regarding promotion are based on teaching/librarianship, scholarly/creative/professional activity, and service. Candidates are expected to demonstrate accomplishments and meet the standards in all three categories. Even so, it should be noted that these three broad areas do not count equally in the promotions process. High quality teaching or librarianship is the most important of the required criteria for promotion at each rank. Scholarly/creative/professional activity is the second most important area; a candidate's service record ranks third. It is the responsibility of the department/program Department Promotion and Reappointment Committee (PRC) to provide each candidate with a copy of the accepted Disciplinary Standards of the department/program and to discuss meaningfully the Disciplinary Standards with the candidate. It is the candidate's responsibility to present effectively her/his accomplishments as evidence for promotion.

³ This minimum eligibility period for the rank of Professor shall take effect in the 2008-2009 academic year; thus, the former minimum eligibility period of eight (8) years of professional experience shall apply for all applicants to the rank of Professor who apply during the 2007-2008 academic year.

⁴ If a candidate presents qualifications in terms of education and experience that his or her library peers judge to be equivalent to the academic requirements normally required for promotion, although not corresponding to the letter, the candidate may be recommended for promotion. Librarians shall seek the advice of the appropriate outside agency in questions of equivalency. Establishing equivalency is not part of the promotion process per se, and must be accomplished before applying for promotion.

Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching/librarianship, scholarly/creative/professional activity, and service normally will vary over time. Therefore, 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.⁵

Candidates should demonstrate, appropriate to rank, a significant, positive influence on students (in particular), peers, the campus community, and their profession in their teaching/librarianship, scholarly/creative/professional activity, and service. Because promotion recognizes progressive professional accomplishment, each rank requires a more significant level of accomplishment and scope of recognition.

(Librarians skip to page 8)

D. Faculty

The following sections address teaching, scholarly/creative/professional activity, and service separately. However, for many teacher–scholars at TCNJ, the activities and accomplishments in the three areas overlap and, as such, often are enhanced, for example when scholarly or creative activity can be connected to student learning. The responsibility of faculty as academic advisors and mentors, which is a central role of all faculty, is outlined and will be considered under the category of teaching. Candidates whose activities in the three areas are integrated are encouraged to highlight this aspect of their work in the application.

1. Teaching

The College is an exemplary comprehensive institution with the mission of offering a quality education to high achieving students in a residential setting where teaching is an essential priority. Faculty should aspire to be teachers of the first order. High caliber, effective teaching may be characterized by:

- subject mastery, currency, and ongoing growth in one's discipline;
- the creation of caring and respectful learning environments in which the contributions of students and faculty are valued and recognized;
- enthusiasm that arouses student interest, curiosity, and motivation;
- rapport with students;
- incorporation of one's scholarship into teaching, when appropriate, including the effective supervision of student research and the incorporation of students into one's scholarship, when appropriate;
- commitment to all levels of the curriculum, including First Seminars, liberal learning, introductory courses, and graduate courses, where appropriate;
- careful preparation and clear organization of lessons and pedagogical materials that enhance student learning;
- attention to student learning outcomes that help develop students as successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world;
- purposeful experimentation with one's pedagogy in ways that foster engaging educational environments that are characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and community engagement;

⁵ Faculty hired before 1974 can be considered for promotion primarily based on excellence in teaching and service.

- the creation and/or revision of courses and curricula in ways that foster a vibrant, intellectual community that is built around a shared commitment to scholarly inquiry;
- thoughtful mentorship and advising that contribute to students' cultural, social, and intellectual lives;
- respect for and fair treatment of students as individuals;
- pride in offering an individualized educational experience to every student;
- timeliness and professionalism in meeting classes and evaluating student work; and
- rigor and transparency in evaluating student work.

To help evaluate teaching effectiveness candidates **must** submit:

- (a) All student evaluations from all sections of all courses taught in the time period ranging from not less than three (3) years, but not more than five (5) years prior to the submission of the application.⁶
- (b) Peer evaluations of their teaching. The format and content of the peer evaluations should conform to the result of the recommendations of the Faculty Senate's Standing Committee on Teaching Excellence as approved through the governance process and set forth in Appendix III.
- (c) Syllabi from all courses taught in the time period ranging from not less than three (3) years, but not more than five (5) years prior to the submission of the application.⁶ (Note: Only one syllabus per discrete course should be submitted, not multiple copies of syllabi used in different sections or semesters).
- (d) **Selected** course/curricular materials and other items deemed relevant by the candidate in support of the teaching record. The materials should illustrate efforts and success in developing best practices in teaching; describe the approach to pedagogy and how it fits with College, liberal learning, and/or program goals; and show the rigor, comprehensiveness, and depth of assignments.

To help evaluate teaching effectiveness candidates **may** also elect to submit information on the candidate's philosophy towards grading and the implementation of that philosophy into their grading practices. Grade distributions, however, should not be submitted because neither the Department Promotion and Reappointment Committee, a Dean, nor the College Promotions Committee may use a candidate's grade distributions as part of their respective assessments of the candidate's promotability.⁷

Promotion to Associate Professor requires evidence of continued improvement in teaching in response to feedback from peers and students, and a growing record of teaching excellence.*

⁶ Three years of material is normally sufficient. Candidates should only provide additional years of evaluations and syllabi if their teaching load was significantly reduced in the three years prior to the application for promotion due to service as a department chair, grant buy-outs, a sabbatical leave, a leave of absence, etc.

⁷ How grading practices and distributions might be used as part of assessing a candidate's promotability in the future will be studied by the campus community. If such study results in recommendations to change the provision barring the use of grade distributions, a new policy must be formally approved through the governance process.

Promotion to Professor requires evidence that the candidate has reached a consistent level of teaching excellence* and serves as an educational leader in the department or program.

(* The occasional course might be evaluated at less than an excellent level, for example when a new course is being developed. This should be explained in the application.)

2. Scholarly/Creative/Professional Activity

The best teachers remain devoted learners. TCNJ embraces the model of a professor as *teacher-scholar* and understands that a serious and continuing commitment to scholarship complements and enriches teaching of the first order; therefore, the College values the scholarly and creative enterprise. The College recognizes a range of scholarly modes 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 the gap between theory and practice through both research and action;
- The Scholarship of Pedagogy – the discovery or an 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.

In keeping with the mission of the College, we also value scholarship 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.

Although scholarly/creative/professional activities take many forms, the expectation is that finished works will be submitted to an appropriate jury of peers for rigorous evaluation. The quality of work is defined by its significance in one's field of inquiry and necessarily requires such peer review to validate the work's significance. Normally, this means that the finished works will be published, presented, or performed in a respected venue consistent with accepted disciplinary standards. **This level of accomplishment is required and is the most important evidence for promotion within the scholarly/creative/professional activity area.** Quality is more important than mere quantity, although candidates for promotion are expected to maintain their scholarly/creative/professional activity consistently, and demonstrate the ability to bring significant projects to fruition as defined by the standards of one's discipline. The applicant's entire body of scholarly/creative/professional work provides evidence for the pattern of continuing scholarship in support of promotion, but works finished since appointment at the College or since the last promotion are required for promotion and carry greater weight.

There may be some years when the level of scholarly activity is reduced (but not eliminated) due to a significant increase in teaching or service, such as serving as a department chair. In such cases the reduction in scholarship should not be counted against the candidate, but there should be evidence that the candidate's scholarly/creative/professional activity has been maintained to some degree and has promise for full resumption when the other activities return to normal levels.

Professional activities as a consultant or practitioner are considered scholarly when they involve the creation rather than application of knowledge and impact significantly on one's discipline. Examples include original research when consulting for a company, creating national standards for an accrediting organization, and designing curricula for national or regional use. Evidence includes but is not limited to written evaluations by peers or professional organizations or some other type of formal and rigorous assessment.

The standards that mark excellence in scholarly/creative/professional activity may differ significantly among disciplines and even sub-disciplines. It is not possible to define in this document what these standards are in every discipline; instead, the accepted Disciplinary Standards of the appropriate department or program should be consulted (and made available to every candidate for promotion). It is the responsibility of the departmental Promotion and Tenure Committee (or its equivalent) to consult, when necessary, with the Dean and Provost about reasonable expectations for a given discipline or sub-discipline, based on the Disciplinary Standards of the department or program. It is the responsibility of the candidate to make clear in the application that the expectations were met.

Promotion to Associate Professor requires continuing scholarly/creative/professional achievement since initial appointment. An external review may be requested by the applicant as one component of this evidence (see Appendix IV).

Promotion to Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly/creative/professional record. An external review may be requested by the applicant as one component of this evidence (see Appendix IV).

To help evaluate one's scholarly/creative/professional endeavors, candidates **may** elect to submit external professional peer evaluations of their scholarly/creative/professional work written by individuals with established reputations in the candidate's field and not employed by/affiliated with TCNJ. The processes for selecting external reviewers, soliciting their participation, and guiding the format and content of their evaluations must conform to the requirements set forth in Appendix IV.⁸

The following side-by-side comparison is only a guide to help differentiate between qualifications by rank. It includes some significant examples of scholarly/creative/professional activity in support of promotion, but should not be read as a comprehensive list of requirements; however, some discipline-appropriate form of finished, refereed publication or performed work is required. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates might include.

⁸ It is expected that Appendix IV of this Document will be significantly modified after the external review process is studied by the campus community and formally approved through the governance process. Until revisions to Appendix IV are formally adopted, candidates have the option of seeking external reviews as currently described in Appendix IV, or proceeding with an application for promotion under this Document without any external reviews.

Associate Professor	Professor
Publishing in selective peer-reviewed venues.	Continuing to publish in selective peer-reviewed venues.
Presenting at juried or peer-reviewed local, state, and regional conferences or professional organizations.	Giving invited presentations at juried or peer-reviewed regional, national, and international conferences or professional organizations.
Having book manuscripts under contract for publication.	Having one or more published books.
Writing grant proposals.	Writing and obtaining grants.
Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/creative work at least at the local or state level.	Taking a leadership role in consulting activities or other professional practice, demonstrating recognition of one's scholarly/creative work at the regional, national, and/or international level.

3. Service

The College depends on faculty contributions to ensure that it achieves its educational mission through effective and efficient operations. The College's commitment to participatory governance and the needs of academic programs and units necessitate a spirit of service and citizenship. Faculty contributions to the good of the community are expected to increase concomitantly with the institution's commitment to the individual. This means that faculty will be expected to accept more significant service responsibilities at each higher rank. When a faculty member contributes exceptional long-term service, such as chairing a department or program for years, it is recognized that there may be a reduction in the quantity of scholarly/creative/professional activity (see previous section).

Promotion to Associate Professor requires service to the department/program, school, and/or the College contributing to the effective operation and growth of the institution; to the community (applying academic skills and experience to the solution of campus, local, national, or international problems); and to the profession (advancing one's academic profession through active participation in professional and scholarly organizations).

Promotion to Professor requires **consistent service and leadership**⁹ in the department/program, school, and the College, contributing significantly to the effective operation and growth of the institution; in the community (applying academic skills and experience to the solution of campus, local, national, or international problems); and profession (advancing one's academic profession through active participation in professional and scholarly organizations).

⁹ Leadership is not exclusively defined by one's position in a hierarchical structure, but rather is something that can be demonstrated at all levels by influencing, motivating, and enabling others to contribute toward the effectiveness and success of the group in which they serve. Effective leaders create results, attain goals, realize vision, and guide others by modeling more quickly and at a higher level of quality than do ineffective leaders.

The following side-by-side comparison is only a guide to help differentiate between qualifications by rank. It includes some significant examples of service in support of promotion but should not be read as a comprehensive list of requirements. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates might include:

Associate Professor	Professor
Advising student organizations or clubs.	Chairing a department or program.
Participating actively in department/program, school, and/or college-wide committees, organizations, or task forces.	Holding elected office in or chairing department/program, school, and/or college-wide committees, organizations, or task forces.
Actively participating in student programs.	Creating or significantly revising entire department/program curricula.
Actively participating in on- or off-campus programs or workshops.	Taking a leadership role in on- or off-campus programs or workshops.
Actively participating in charitable, civic, and cultural organizations related to the candidate's professional expertise.	Holding office in charitable, civic, and cultural organizations related to the candidate's professional expertise.
Acting as a resource person for educational organizations, government, business, or industry.	Consulting in a leadership role for educational organizations, government, business, or industry; serving on governing boards, chairing meetings.
Participating in appropriate professional organizations.	Holding office in appropriate professional organizations.

(Faculty skip to page 12)

E. Librarians

The following sections address librarianship, scholarly/creative/professional activity, and service separately. However, for many librarians at TCNJ the activities and accomplishments in the three areas overlap and as such often are enhanced, for example when scholarly or professional activity can be connected to student learning. Candidates whose activities in the three areas are integrated are encouraged to highlight this aspect of their work in the application

1. Librarianship

Library faculty should aspire to be librarians of the first order. High caliber, effective librarianship is characterized by:

- mastery, currency and ongoing growth in one's specialty;
- careful preparation and clear organization;
- fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;
- purposeful experimentation in the practice of one's professional specialty;

- incorporation of one's scholarship into the practice of librarianship, where appropriate;
- incorporation of one's professional service into the practice of librarianship;
- timeliness and professionalism in carrying out professional responsibilities;
- consistency in developing, implementing, and/or updating services;
- respect and fair treatment of all library users as individuals; and
- an ability to successfully interact with and/or supervise staff at various levels.

Librarians perform in one or all of the following capacities: reference, information literacy, systems development, access services, collection development, collection management, information retrieval, and bibliographic control. Responsibilities of individual candidates will vary according to their positions; therefore, not every candidate will have accomplishments in all the areas described below. The following descriptions are not intended to be exhaustive or prescriptive, but rather to reflect the spirit behind the promotion process.

Examples of skills and characteristics that mark effective performance include:

- Providing library users with effective access to information.
- Being well informed about trends, practices, and changing technologies in the profession.
- Contributing to the initiation and development of new programs and policies and preparing information materials for other staff and library users.
- Establishing and maintaining good communication and working relationships with faculty, administration, and students.
- Working effectively with student groups, outside agencies and with the general public.
- Demonstrating adaptability and flexibility and showing an awareness of individual differences and a sensitivity to the various cultures and heritages within the College community.
- Participating in planning, initiating, and codifying or coordinating library operations and services.
- Assisting in training new colleagues.
- Assisting in coordinating the work of colleagues and supervising the work of support staff.

Promotion to Librarian II requires evidence that one has begun to grow in the mastery of one's specialty.

Promotion to Librarian I requires evidence of continuing growth and mastery in one's specialty.

2. Scholarly/Creative/Professional Activity

The best librarians remain devoted learners. TCNJ embraces the model of a librarian as *librarian-scholar*; therefore, the College values scholarly, creative, and professional activity. A serious and continuing commitment to scholarship complements and enriches librarianship of the first order. The College recognizes a range of scholarly modes including disciplinary research, applied research, pedagogical research, and artistic expression (see above). Although these modes take many forms, the expectation is that finished works will be submitted to an appropriate jury of peers for rigorous evaluation. Normally, this means that the finished works will be published in a respected venue such as a refereed journal or press or presented in a juried show. The quality of work is defined by its significance in one's field of inquiry and necessarily requires such peer review to validate the work's significance. In keeping with the mission of the College, we also value work 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.

Professional activities as a consultant or practitioner are considered scholarly when they involve the creation rather than application of knowledge and impact significantly on one's discipline. Examples include original research when consulting for a company, creating national standards for a professional organization, and creating authoritative records for national or regional use. Evidence includes but is not limited to written evaluations by peers or professional organizations.

Quality is more important than mere quantity, although candidates for promotion are expected to maintain their scholarly/creative/professional activity consistently, and demonstrate the ability to bring significant projects to fruition as defined by the standards of one's discipline. There may be periods when the level of activity is reduced (but not eliminated) due to a concomitant increase in librarianship or service, such as serving as an area or divisional coordinator. In such cases there should be evidence that the scholarly/creative/professional activity has been maintained to some degree and has promise for full resumption when the other activities return to normal.

The applicant's entire body of scholarly/creative/professional work is considered as evidence for promotion. The work accomplished during the period of employment at TCNJ is evidence of the continuing nature of the applicant's scholarly/creative/professional activity.

The standards that mark excellence in scholarly/creative/professional projects may differ markedly among disciplines and even sub-disciplines. It is not possible to define in this document what these standards are in every discipline. It is the responsibility of the Department Promotion and Reappointment Committee (or its equivalent) to consult, when necessary, with the Dean and Provost about reasonable expectations for a given discipline or sub-discipline, based on the Disciplinary Standards of the department or program. It is the responsibility of the candidate to make clear in the application that the expectations were met.

Promotion to Librarian II requires a record of achievement since initial appointment, with evidence of continuing scholarly/creative/professional endeavors. An external review may be requested by the applicant as one component of this evidence (see Appendix IV).

Promotion to Librarian I requires continued achievement since attaining the rank of Librarian II, with evidence of previous and continuing scholarly/creative/professional endeavors. An external review may be requested by the applicant as one component of this evidence (see Appendix IV).

The following side-by-side comparison is only a useful guide to help differentiate between qualifications by rank. It includes some significant examples of scholarly/creative/professional activity in support of promotion, but should not be read as a comprehensive list of requirements. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates might include as evidence of scholarly activity.

Librarian II	Librarian I
Publishing in peer-reviewed venues.	Continuing publications in peer-reviewed venues.
Presenting at juried or peer-reviewed local, state, and regional conferences or professional organizations.	Presenting at juried or peer-reviewed regional, national, and international conferences or professional organizations.
	Having book manuscripts under contract for publication.
Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.	Taking courses toward or completing additional academic degrees. Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.
	Writing grant proposals.
Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/professional work at least at the local or state level.	Taking a leadership role in consulting activities or other professional practice, demonstrating recognition of one's scholarly/professional work at the regional, national, and/or international level.

3. Service

The College depends on librarian contributions to ensure that it achieves its educational mission through effective and efficient operations. The College's commitment to participatory governance and the needs of academic programs and units necessitate a spirit of service and citizenship. Librarian contributions to the good of the College and library professional community are expected to increase concomitantly with the institution's commitment to the individual. This means that librarians will be expected to accept more significant service responsibilities at each higher rank. When a librarian contributes exceptional long-term service, such as coordinating a library operation for years, it is recognized that there may be an acceptable reduction in the quantity of scholarly/creative/professional activity (see above).

Promotion to Librarian II requires evidence of contribution to the effective operations and growth of the library and the College. Active participation in the library profession outside the College is also expected.

Promotion to Librarian I requires continuing growth in service and leadership in the library and the College. Ongoing service to the profession, including leadership roles.

The following side-by-side comparison is only a useful guide to help differentiate between qualifications by rank. It includes some significant examples of service in support of promotion but should not be read as a comprehensive list of requirements. These particular items will apply to some candidates and not others, and there will be other accomplishments not listed here that candidates will include:

Librarian II	Librarian I
Maintaining active membership in library committees, organizations, or task forces.	Maintaining active membership in library or College committees, organizations, or task forces.
Actively participating in student programs.	Creating or significantly revising departmental programs/services.
Actively participating in on- or off-campus programs or workshops.	Taking a leadership role in on- or off-campus programs or workshops.
Actively participating in appropriate professional organizations and associations.	Assuming leadership roles in professional organization and association committees, task forces, etc.
Actively participating in charitable, civic, and cultural organizations related to the candidate's professional expertise.	Holding office in charitable, civic, and cultural organizations related to the candidate's professional expertise.
	Acting as a resource person for educational organizations, government, business, or industry.
	Advising student organizations or clubs.

III. ROLES AND RESPONSIBILITIES

A. The Candidate:

1. Verifies with **Human Resources** and the Office of Academic Affairs that s/he meets the minimum qualifications for the desired rank, before beginning the promotion process.
2. By February 15th, notifies the department/program of his or her tentative plan to apply for promotion in the next semester.
3. Arranges for peer observations of teaching after consultation with the **Department Promotion and Reappointment Committee (PRC)**, during the relevant time frame prior to the application as set forth in Appendix III.
4. By September 1, complete and submit notice of intent to file for promotion (<http://www.tcnj.edu/~academic/faculty.html>).
5. By September 15th, presents and explains a **clear, complete,¹⁰ and compelling** case for promotion, organizing and focusing the application in order to convey the information that is most relevant in the record of achievement (see Appendix I). The candidate needs to establish the exemplary nature of his or her record of achievement. The candidate may choose to have a conference with a member of the PRC to confirm the completeness of the application and may appear before the committee to amplify and explain documentation submitted with the

¹⁰ **Applications that are incomplete or that do not adhere to the timeline established herein will not be considered at any level of the promotions process.**

application. If the candidate is re-applying for promotion, the candidate must include the report of the prior College Promotion Committee(s) ("CPC") and explain how the applicant has addressed whatever shortcomings were identified by the earlier CPC(s).

6. Coordinates with the chair of the department (or the chair of the PRC, if there is no department chair or the department chair is a candidate) to ensure that the materials from the department are added to the portfolio in a timely manner.
7. Indicates by signature that s/he has read the entire PRC recommendation and has been afforded an opportunity for comment and response. If the candidate chooses to file a response, it is due to the PRC by October 30.
8. By December 7, conveys all promotion materials from the Dean to the CPC, including 14 copies of the entire contents of the Documents Envelope (see below).
9. Responds to any written recommendations according to the procedures and timeline described below.

B. The Department Promotion and Reappointment Committee (PRC):

1. If a department/program elects members to its PRC, such elections must occur by February 1. The names of the people who will serve on the PRC and the person who will chair the committee must be submitted to the relevant Dean no later than May 1.
2. Consults with the candidate and, when necessary, the Dean about reasonable expectations for scholarship/creative/professional activity in the candidate's discipline, based on the accepted Disciplinary Standards developed in each department or program, as well as the expectations for teaching and service. This consultation, which may be accomplished by a subcommittee of the PRC in large departments or programs, must occur in the first year of appointment and should then be revisited periodically, including early in the spring semester prior to the submission of an application for reappointment, tenure, or promotion. Such meetings are not meant to produce a document which is binding on the PRC or the candidate, but rather should provide mentorship to faculty so that they may better navigate the reappointment, tenure, and promotions processes.
3. Has at least one of its members observe the candidate's teaching. (Note: This must have occurred, at the latest, in the spring semester prior to the submission of the candidate's application since promotion materials are due to PRCs by September 15th.)
4. Evaluates each applicant in terms of the Bases and Standards for Promotion, including strengths and weaknesses, with a careful, thorough, and thoughtful analysis. Recommends for promotion only those candidates who clearly warrant such promotion.
5. Completes the Department/Program Recommendation for Promotion (see Appendix II) indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Promotion. Only one recommendation will be forwarded for each candidate. All members of a PRC must sign the recommendation. By signing a recommendation, members of the PRC indicate their participation in the decision-making process and verify that the recommendation accurately reflects the decision of the PRC; signing does not necessarily indicate that that person concurs with the ultimate recommendation.¹¹ Candidates are to be

¹¹ Any PRC member who refuses to sign the committee's report/recommendation is expected to

informed in writing of the committee's decision by October 16.

6. Provides feedback to all non-recommended candidates that, as set out in the Bases and Standards for Promotion, improvement is needed in one or more of the following: teaching/librarianship; scholarly/professional/creative activity; service. Note: The feedback provided should be given careful attention and consideration in a future PRC's evaluation of a subsequent application for promotion.
7. Limits discussion to the candidate's application, supportive documents and evaluation materials as they apply to the Bases and Standards for Promotion found on pages 1-12 of this document. Committee members do not serve as advocates for any candidate.
8. Gives the candidate a copy of the recommendation for his or her records and forwards any response from the candidate as part of the candidate's application.
9. Forwards the application materials of all recommended candidates and of all non-recommended candidates who indicate that they wish to continue their application, along with the departmental recommendation for each of these candidates, to the Dean for consideration no later than November 3.

C. The Dean:

1. Forwards the names of PRC members and chairs from all departments/programs under the Dean's jurisdiction to Academic Affairs no later than September 1.
2. Takes the PRC's report into consideration and prepares a separate written statement for each recommended candidate and each non-recommended candidate wishing to continue. That recommendation must outline the Dean's reasoning for his/her decision by explaining how the application materials demonstrate that the candidate meets or does not meet the Bases and Standards for Promotion (see pages 1-12).
3. Transmits the Dean's recommendation to the candidate for review and response by November 20. The candidate may, within three (3) working days of receiving the recommendation, request a meeting with the Dean to discuss that recommendation. The discussion shall take place within three (3) working days of the request. Within three (3) working days of the discussion, the Dean notifies the candidate in writing of the final recommendation. If there is any response from the candidate, it must be in writing and becomes part of the application and is forwarded to the CPC.

D. The College Promotions Committee (CPC):

The committee evaluates each applicant in terms of the Bases and Standards for Promotion (see pages 1-12) and recommends promotion only for those candidates who clearly warrant such promotion. In its consideration of candidates, the committee:

1. Reviews and discusses all materials received from each candidate, assessing the quality of the documentation and considering the recommendations made by the PRC and the Dean.
2. Gives consideration to the evaluations of promotion applications made by PRCs and/or CPCs in the last three (3) years.

send a written explanation for his/her refusal to sign to the appropriate Dean.

3. Restricts its discussions of candidates to the Bases and Standards for Promotion found in this document (pages 1-12), referring to the application materials, the PRC's and Dean's recommendations, and the candidate's response(s) only.¹² None of its members acts as an advocate of a discipline, department, program, or school. Members should avoid any conversations about candidates outside of CPC meetings.
4. Provides candidates and/or their representatives an opportunity to appear before the committee to amplify and explain the documentation submitted with the application. A request to appear before the committee must be made in writing on or before the second Monday in December.
5. Concludes its deliberations, votes on each candidate, arrives at recommendations, and notifies in writing recommended and non-recommended candidates on or before January 17. The committee's feedback letter to non-recommended candidates must indicate that, as set out in the Bases and Standards for Promotion, improvement is needed in one or more of the following: teaching/librarianship; scholarly/creative/professional activity; service. Note: The feedback provided should be given careful attention and special consideration in a future CPC's evaluation of a subsequent application for promotion.
6. Allows the candidate to examine the committee's feedback letter and recommendation. Any comment or response to these from the candidate shall be forwarded to the President as part of the candidate's application.
7. Hears appeals on or before January 27. Candidates for promotion have five (5) business days after receipt of the committee's recommendation to submit an appeal. Information on the dates and procedures for making an appeal is included in the committee's letter of notification to the candidate. Compelling evidence must be submitted in order to warrant a change in the committee's recommendation. After hearing a presentation by the candidate, the committee will vote by secret ballot. The Provost must be present for the hearing of appeals.
8. Reports to the President by February 1. Upon completion of the appeal process, the committee forwards to the President a list of candidates it recommends for promotion and the promotion materials of the candidates. This recommendation must indicate how the candidate meets the Bases and Standards for Promotion (pages 1-12). The committee's final recommendations shall be made known to all applicants within two (2) working days after submission to the President.
9. Returns all promotion materials to the candidate at the conclusion of the process.

E. The Provost:

1. Serves *ex officio* as a non-voting member of the CPC and must be present for all evaluation meetings and for the hearing of appeals by the CPC.
2. Prepares a written statement indicating concurrence or areas of non-concurrence with the CPC's recommendations once appeals to the CPC have been completed and the committee's final recommendations have been made. In instances of non-concurrence, the Provost must indicate how the application materials demonstrate that the candidate meets or does not meet the Bases

¹² Because grade distributions are not a part of the Bases and Standards for Promotion (see page 4), neither a PRC, a Dean, nor the CPC may consider a candidate's grade distributions during deliberations of a candidate's application for promotion.

and Standards for Promotion (pages 1-12).

3. Transmits the Provost's report to the candidate, by Feb. 3, for review and response. Should the Provost make a recommendation contrary to that made by the CPC, the candidate may request a meeting with the Provost. The request must be made within two (2) working days of receiving the recommendation, and the discussion must take place within two (2) working days of receiving the request. Within two (2) working days of the discussion, the Provost notifies the candidate in writing of the final recommendation.
4. Forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation by February 15.

F. The President:

1. Within two (2) working days after receiving the final recommendations of the CPC, the President may choose to meet with the committee concerning its recommendations.
2. Should the President make a recommendation inconsistent with that of the CPC and/or Provost, s/he provides the committee and the candidate with the reasons for that action.
3. A candidate who has been recommended by the CPC and/or Provost and not recommended by the President may request and will be granted a meeting with the President to discuss the reasons for non-concurrence within two (2) days of such a request. Recommendations of the President to the Board of Trustees and the decisions of the Board shall be delivered in writing to all candidates no later than March 15, unless changed by local agreement between the College and the Union.

IV. PROCEDURES FOR APPLYING FOR PROMOTION

A. Timeline (If the specified date is a non-work day, the deadline will be moved forward to the next work day.)

Near the beginning of a candidate's appointment at TCNJ, the PRC is responsible for discussing with the candidate the expectations for scholarly/creative/professional activity based on the Disciplinary Standards developed for each department/program, extending from reappointment through tenure and promotion. In the spring semester preceding the application for promotion, the PRC should again review these expectations with the candidate.

- | | |
|-------------------------|--|
| February 1 | PRCs must be elected by February 1. |
| February 15 | Each candidate tentatively intending to apply for promotion notifies the Department Promotion and Reappointment Committee (PRC) for the purpose of reviewing the Disciplinary Standards and insuring that a member of the PRC has adequate time to peer-review the applicant's teaching no later than the spring semester prior to the applicant's filing for promotion. The candidate also indicates to the PRC whether external reviews are requested. |
| February 20 to April 10 | PRC meets with each candidate to discuss external review process and candidate's list of potential reviewers, if applicable. |
| April 15 | PRC selects and writes to external reviewers, if applicable. |

- August 15 External reviewer report due to PRC, if applicable.
- September 1 Complete and submit notice of intent to file for promotion (<http://www.tcnj.edu/~academic/faculty.html>). Certification of eligibility for promotion and the official Documents Envelope are provided by the Office of Academic Affairs to the candidate before September 15th. This includes information indicating the date an applicant commenced service at the College, total number of years of service, and the number of years in present academic rank. It also certifies that a candidate has met the minimum educational requirements (see pages 1-2) through a terminal degree or having established equivalency or that this requirement is waived under the grandfather clause. Any discrepancies with respect to the information supplied must be resolved prior to the start of the promotion process.
- September 1 Deans notify Academic Affairs of the names of all PRC members and chairs under the Dean's jurisdiction.
- September 15 The candidate submits application and supporting materials to the PRC, including the official Documents Envelope containing
- a. Certification of credentials and service.
 - b. Candidate's application, following the format of the Standard Application for Reappointment, Tenure, and Promotion (see Appendix I).
 - c. Candidate's essay.
 - d. External review reports, if applicable.
- The following items are added to the Documents Envelope at the appropriate stage:
- e. PRC's recommendation and candidate's written response if applicable (added by PRC).
 - f. Dean's recommendation and candidate's written response if applicable (added by Dean).
- The candidate should submit supporting documents in hard cover binders (see Standard Application for Reappointment, Tenure, and Promotion) with tables of contents and identifying tabs marking sections and subsections. The candidate is responsible for identifying all supporting material with her or his name, clearly labeling and organizing the material, and referring to this material in the application itself.
- October 16 Each candidate is informed in writing of the decision of the PRC. Before October 16, each candidate shall have the opportunity to appear before the committee to amplify and explain the documentation. Each candidate shall have an opportunity to examine the PRC's recommendation in its entirety.
- October 30 The candidate indicates by signature that he or she has read the entire contents of the PRC's recommendation and has been afforded an opportunity for comment and response. Such written response is due by October 30 and is forwarded to the College Promotions Committee (CPC) as part of the application.
- October 30 A non-recommended candidate may choose to continue an application. To do so, she or he must notify the chair of the CPC in writing (with copies to the Dean and the chair of the PRC) no later than October 30.

- November 3 PRC forwards recommendation and candidates' documentation materials to the appropriate Dean.
- November 20 The Dean's recommendation (see Part III.C.2. on page 14) is transmitted in writing to the candidate by November 20. The candidate may, within three (3) working days of receiving the recommendation, request a meeting with the Dean to discuss that recommendation. The discussion must take place within three (3) working days of the request. Within three (3) working days of the discussion, the Dean must notify the candidate in writing of the final recommendation. If there is any response from the candidate, it must be in writing within three (3) working days of receiving the final recommendation and shall become a part of the application and forwarded to the CPC.
- December 7 Candidate conveys all promotion materials from the Dean to the CPC, including 14 copies of the entire contents of the Documents Envelope (see above).
- 2nd Monday in December Each candidate and/or representative shall have the opportunity to appear before the CPC to amplify and explain the documentation submitted with the application. A request to appear before the CPC must be made in writing on or before the second Monday in December.
- January 17 Each candidate receives written notification of the recommendation of the CPC by January 17. For non-recommended candidates this letter includes explanation of the CPC's decision.
- January 22 Candidates have five (5) days after receipt of the committee's recommendation to submit an appeal.
- January 27 The CPC must hear and decide a candidate's appeal within five (5) days of the deadline for submitting an appeal. The candidate or candidate's designee may present the appeal. Information on the dates and procedures for making an appeal is included in the committee's letter of notification to the candidate. Compelling evidence must be submitted in order to warrant a change in the committee's recommendation.
- February 1 A list of candidates recommended for promotion is forwarded from the CPC to the President.
- February 3 The Provost transmits to the candidate a written statement of concurrence or non-concurrence with the CPC. Should the Provost, following the conclusion of the appeals process, make a promotion recommendation contrary to that made by the CPC, the candidate may request a meeting with the Provost. The request must be made within two (2) working days of receiving the recommendation, and the discussion takes place within two (2) working days of receiving the request. Within two (2) working days of the discussion, the Provost notifies the candidate in writing of the final recommendation. If there is any response from the candidate, it must be in writing within two (2) working days of receiving the final recommendation and is forwarded to the President along with the Provost's final recommendation.
- February 15 The Provost transmits to the President a written statement of concurrence or non-concurrence with the CPC, along with any response from the candidate.

- February 17 The President transmits to the candidate a written statement of concurrence or non-concurrence with the CPC and/or the Provost. Should the President make a promotion recommendation contrary to that made by the CPC and/or the Provost, the candidate may request a meeting with the President to discuss the reasons for nonconcurrence. The request must be made within two (2) working days of receiving the recommendation, and the discussion takes place within two (2) working days of receiving the request.
- One week prior to Feb BOT meeting President transmits recommendations for Promotion to the Board of Trustees
- March 15 Recommendations of the President to the Board of Trustees and decisions of the Board are delivered in writing to all candidates.

B. Withdrawing the Application

A candidate may, at any time in the process, withdraw the application for promotion without prejudice. An application is withdrawn by submitting a letter to the chair of the PRC or CPC, depending upon the stage of the application process.

C. Grievances

Claims of violation of procedures must be reported to the President of the College by the individual grievant 14 days from the date on which such claimed violation took place or 14 days from the date on which the individual grievant should have reasonably known of its occurrence. In the event of failure to report the occurrence within such 14 day period, the matter may not be raised in any later grievance contesting the validity of the committee's recommendation or any action based thereon (Article VII, G.5, State-Union Agreement).

Within seven (7) calendar days of the final recommendation of the CPC to the President, or by February 8, a candidate may initiate a grievance through the Union based on the allegation that, after timely filing of his or her application, the promotional procedure was violated or that there was breach of the rights of the candidate concerning discrimination or academic freedom. Such a claim, if sustained, will result in a reprocessing of the application on an expedited basis. A final recommendation in such case shall be made to the President no later than March 1 of the year in question (State-Union Agreement, XIV, G).

V. SUMMARY CHART OF RESPONSIBILITIES AND DEADLINES

AGENT	DUE DATES	THE PROMOTION PROCESS (items in boldface are required)
CANDIDATE	<p>2/15 (preceding the application)</p> <p>9/1</p> <p>9/15</p> <p>10/30</p> <p>within 3 days</p> <p>within 3 days</p> <p>12/7</p> <p>2nd Mon. in Dec.</p> <p>within 5 days</p> <p>within 2 days</p> <p>within 2 days</p> <p>within 2 days</p> <p>within 7 days</p>	<p>Notify department/program of intention to apply</p> <p>Sign form of intent to apply for promotion.</p> <p>Submit application to PRC.</p> <p>Respond to PRC recommendation (non-recommended candidates may notify chair of CPC of intention to continue the application).</p> <p>May request meeting with Dean to discuss Dean's decision within 3 working days of receiving the recommendation.</p> <p>May submit written response to Dean's final recommendation within 3 working days of receiving the final recommendation.</p> <p>Take all materials from Dean to CPC (application materials and 14 copies of Documents Envelope contents).</p> <p>May request to appear before CPC in writing on or before the 2nd Monday in December to amplify/explain materials submitted.</p> <p>May submit an appeal to CPC within 5 days of receiving its recommendation.</p> <p>May request a meeting with the Provost within 2 working days of receiving the Provost's recommendation.</p> <p>May submit written response to Provost's final recommendation within 2 working days of receiving the final recommendation.</p> <p>May request a meeting with the President within 2 working days of receiving the President's recommendation.</p> <p>May file a grievance through the Union within 7 calendar days of final recommendation of the CPC to the President.</p>

PRC	2/1 (preceding the application)	Departments/Programs that elect a PRC must do so.
	2/20 - 4/10	Meet with candidate to review Disciplinary Standards and external reviewers.
	4/15	Select and write external reviewers, if applicable.
	5/1	Departments/Programs submit names of PRC members and PRC chair to the appropriate Dean.
	End of spring semester-at latest	At least on PRC member observes candidate's teaching.
	8/15	External reviewer reports due, if applicable.
	10/16	Notify the candidate of recommendation in writing.
	11/3	Forward recommendation and application materials to Dean.
DEAN	9/1	File with Academic Affairs the names of all PRC members and chairs under the Dean's jurisdiction.
	11/20	Transmit recommendation to the candidate.
	within 3 days	Meet with candidate to discuss recommendation within 3 working days of receiving the request.
	within 3 days	Notify candidate in writing of final recommendation within 3 days of the discussion with the candidate.
CPC	1/17	Notify candidate of the recommendation in writing.
	1/27	Hear appeals of decisions (if any) on or before 1/27.
	2/1	Forward list of recommended candidates to the President.

<p>PROVOST</p>	<p>2/3</p> <p>within 2 days</p> <p>within 2 days</p> <p>2/15</p>	<p>Attend (<i>ex officio</i> without vote) all CPC deliberations and appeal hearings</p> <p>Transmit report of concurrence or non-concurrence with CPC to the candidate.</p> <p>Meet with candidate to discuss recommendation within 2 working days of receiving the request.</p> <p>Notify candidate of final recommendation in writing within 2 working days of the meeting with the candidate.</p> <p>Send final report and candidate's response (if any) to the President.</p>
<p>PRESIDENT</p>	<p>Within 2 days of receiving final report</p> <p>within 2 days</p> <p>within 1 week of Feb BOT meeting</p> <p>3/15</p>	<p>May meet with CPC concerning its recommendations</p> <p>Inform candidate of the President's recommendation.</p> <p>Meet with candidate to discuss recommendation within 2 working days of receiving the request.</p> <p>Make recommendations to the Board of Trustees and inform candidate of the President's recommendation.</p> <p>Notify candidate of the Board's decision in writing.</p>

VI. DEPARTMENT PROMOTION AND REAPPOINTMENT COMMITTEE (PRC)¹³

A. Membership/Eligibility

1. Minimum Number

A department of ten (10) or fewer members must have at least three (3) members on its Department Promotion and Reappointment Committee (PRC); a department of more than ten (10) members must have at least five (5) members. In cases where the department chair does not vote, he or she may serve *ex officio* but is not counted among the number of individuals making up the committee.

2. Eligibility of Members

PRC members must be tenured with the exception of the department chair/program director who, even if untenured, may, at the choice of the department/program, serve *ex officio* with vote. Candidates for promotion are eligible for the PRC, but must absent themselves from all promotion discussions.

3. Outside Members

A department/program with insufficient tenured members available to serve on its committee may elect members of other departments/programs who meet eligibility requirements. Each department/program shall file with the appropriate Dean the names of up to three (3) departments/programs representing related or cognate disciplines from which it may elect members. A department/program with insufficient membership on its committee will poll the members of the identified departments/programs to determine who is interested in serving. These names shall be placed on a departmental/programmatic ballot, and a sufficient number shall be elected to bring the number on the committee to the required minimum.

4. Service on Multiple Committees

- a. A faculty member or librarian may serve on the PRC of different departments/programs.
- b. Faculty or librarians serving on a PRC who also serve on the College Promotions Committee (CPC) should recuse themselves from the promotions process within their own departments/programs.

5. Joint-Appointments

A PRC consisting of members of all departments or programs involved will be formed for each reappointment, tenure, or promotion case involving a joint-appointment. If the department(s) or program(s) with which the candidate is affiliated have ten (10) or fewer members between them, they must elect a PRC of at least three (3) members, with one (1) member drawn from each of the two affiliated department(s) or program(s). Assuming that there exists a sufficient number of

¹³ Large departments/programs may decide to have a committee for promotion and a second committee for tenure/reappointment in order to distribute the work to more faculty.

tenured faculty in both departments or programs, then the candidate shall have the right to designate from which of the affiliated department(s) or program(s) the third member shall be elected. If there exists an insufficient number of tenured faculty in both departments or programs, then the third member of the PRC must be drawn from whichever department or program has a tenured faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured faculty, then the third member of the PRC must be drawn from a related cognate discipline suggested by the candidate and approved by the Office of Academic Affairs.

If the department(s) or program(s) with which the candidate is affiliated have more than ten (10) members between them, they must elect at least five (5) members to the PRC, with two (2) members drawn from each of the two affiliated department(s) or program(s). Assuming that there exists a sufficient number of tenured faculty in both departments or programs, then the candidate shall have the right to designate from which of the affiliated department(s) or program(s) the fifth member shall be elected. If there exists an insufficient number of tenured faculty in both departments or programs, then the fifth member of the PRC must be drawn from whichever department or program has a tenured faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured faculty, then the fifth member of the PRC must be drawn from a related cognate discipline suggested by the candidate and approved by the Office of Academic Affairs.

Like other PRCs, members of joint-appointment PRCs must be tenured with the exception of a department chair or program director who, even if untenured, may, at the choice of the department, serve *ex officio* with vote. Candidates for promotion are eligible for the PRC, but must absent themselves from all promotion discussions. In the event that a member must absent himself/herself, then a replacement PRC member must be added to the committee in accordance with the procedures outlined in the previous two paragraphs.

B. Selection of Committee Members

1. The department may, by simple majority vote, designate committee membership to be comprised of all tenured faculty members in the department or;
2. Where a department chooses to elect its members, it will develop election procedures and conduct elections. Elections will be conducted no later than February 1.
3. By September 1, the department will file with Academic Affairs (through the appropriate Dean) the names of its PRC members and chair.
4. All PRC selection procedures will be filed with the Office of Academic Affairs (through the appropriate Dean). Prior to implementation, these will be reviewed jointly by the Union and the College to assure fairness and equity. Once reviewed, departmental selection procedures will be made public.

VII. COLLEGE PROMOTIONS COMMITTEE (CPC)

A. Membership/Eligibility

1. No candidate for promotion can be a member of the College Promotions Committee (CPC).
2. Members must be tenured faculty and librarians who have reached the rank of Associate Professor, Professor, Librarians II, or I.
3. Faculty or librarians serving on a PRC who also serve on the College Promotions Committee (CPC) should recuse themselves for the promotions process within their own departments/programs.¹⁴
4. Membership by school/disciplinary category:
 - a. In principle, the CPC should be composed of twelve (12) faculty members and librarians drawn from a cross-section of disciplines in all schools and different departments within schools. Thus, an ideally composed CPC might look as follows:

Three (3) from the School of Culture and Society, each from different departments/programs¹⁵

Two (2) from the School of Science, each from different departments/programs

Two (2) from the School of Education, each from different departments/programs

One (1) from the School of The Arts and Communication

One (1) from the School of Business

One (1) from the School of Engineering

One (1) from the School of Nursing, Health and Exercise Science

One (1) from the Library

- b. It may not always be possible to assemble a CPC comprised of twelve (12) people drawn from different departments/programs in each and every school in the proportions set forth in the previous section. It is more important to have a full, twelve (12)-member committee than it is to have representation from every school. So, in the event that the distribution set forth in the previous section is not possible in any given year, faculty members from other Schools of similar classification may be substituted for the School lacking representation. In filling such a vacancy, a proportional balance on the CPC should be maintained such that six (6) members are drawn from different departments or programs in the arts and sciences (i.e., Culture and Society, Science, and the Arts and Communication, and six (6) members be

¹⁴ Previously, members of a departmental PRC could not serve on the College Promotions Committee. This was changed to allow faculty members to serve on both; however, if they do so, they must recuse themselves from the promotions process in their departments. This change allows programs or departments to have tenured members participate in reappointment and tenure decisions, rather than be disqualified from such participation due to service on the CPC.

¹⁵ If possible, at least one (1) of the three (3) representatives from the School of Culture and Society should be from a social science department or program, and at least one (1) should be from a department or program in the humanities.

drawn from departments or programs in professional schools (i.e., Education; Business; Engineering; Nursing, Health, and Exercise Science; and the Library).

5. No two members from schools with multiple representation can be from the same department.
6. No one may serve more often than four (4) years in a nine (9)-year period.
7. When others are willing to serve, no single department may represent its school for more than two (2) consecutive terms.
8. The Union appoints an observer.
9. The Provost for Academic Affairs serves as an *ex officio* participating member without vote.

B. Term of Service

Except for the completion of another person's uncompleted term, the term of service is three (3) years.

C. Nomination and Elections Procedures

1. College Promotions Committee Election Committee

The CPC Election Committee consists of two (2) representatives from the Union and two (2) from the College administration. This committee's role is to fill vacancies on the College Promotions Committee by: issuing the call for nominations; overseeing the preparation of ballots; and establishing election rules and overseeing the conduct of elections.

2. Nominations

The call for nominations (including self-nominations) to the College Promotions Committee is to be made on or before the **last Monday in February**. All nominations must be submitted on the appropriate forms to the College Promotions Committee Election Committee in care of the Office of Academic Affairs by 4:30 p.m. on the **first Monday in March**.

3. Ballot Preparation

Voting is by school (or the library). The Office of Academic Affairs prepares the ballots for each school (or the library) in which there is a vacancy and distributes them by 4:30 p.m. on the **second Monday in March**.

4. Conduct of Elections

- a. Ballots are to be sealed in a blank envelope provided with that ballot and returned to the College Promotions Committee Election Committee in care of the Office of Academic Affairs by the third **Monday in March**.
- b. Ballots are tallied by the College Promotions Committee Election Committee, and the person receiving a majority vote in a school or disciplinary category is elected.

- c. Where no one receives a majority of the votes, a runoff election is held between the top two (2) nominees in the category. The Office of Academic Affairs prepares a runoff ballot to be delivered to faculty by 4:30 p.m. on the **fourth Monday in March** and returned by 4:30 p.m. on the **first Monday in April**. Individuals receiving a majority of votes within a category are elected.
- d. The College Promotions Committee Election Committee announces election results by the **second Monday in April**.

D. Operating Procedures

1. Committee membership begins on September 1 of each academic year.
2. The chairperson of the previous year (even if his/her term on the CPC has expired), calls the first meeting of the committee no later than September 15 of the following year for the purposes of electing a new chair who will then represent the CPC at meetings of the Committee on Faculty Affairs.
3. At the first meeting, a representative from Academic Affairs and/or Human Resources who is designated to review diversity and equity issues shall give an overview of affirmative action concerns and alert the committee to affirmative action issues as they relate to the promotions process. The College's diversity and equity designee may be asked, or may choose, to sit *ex officio* (without a vote) with the committee during its discussion and review of candidates. All results of CPC deliberations should be submitted to the Vice-President for Human Resources for ongoing monitoring of trends concerning equity issues.
4. The chairperson is a regular faculty member of the committee elected by a majority of the current committee members at the first meeting of the academic year.
5. All CPC members read this Promotion document before beginning application review.

E. Voting Procedures

1. All candidates for one rank are discussed and voted upon before discussion and voting for another rank takes place.
2. Candidates within each rank are discussed in alphabetical order. Discussion may be terminated by a majority vote of the committee.
3. After thorough discussion of each candidate, committee members will vote "yes" or "no" by secret ballot, with the results of each ballot not announced until all candidates have been voted upon.
4. Candidates receiving eight (8) out of twelve (12) votes are recommended for promotion.
5. Candidates receiving seven (7) positive votes can be recalled once by a committee member. After a full discussion, a recall vote is held for these candidates, and those receiving eight (8) or more votes are recommended for promotion.

6. If a candidate appeals a decision of the CPC, after hearing the relevant information from the candidate filing the appeal, the CPC shall thoroughly discuss the merits of the appeal. Discussion may be terminated by a majority vote of the committee. After discussion is closed, committee members will vote to "reaffirm" the CPC's decision to deny promotion or vote to "overturn" the CPC's original denial of promotion and thereby recommend the candidate for promotion. Candidates receiving eight (8) out of twelve (12) votes to overturn the initial denial of promotion shall be recommended for promotion.

7. Should there be fewer than twelve (12) voting members of the College Promotions Committee at any time, the promotion process will continue according to the following guidelines:

Number of CPC Members	Number of Votes Necessary to Recommend a Candidate for Promotion	Number of Votes Necessary to Recall a Candidate for Further Consideration	Number of Votes Necessary to Reverse an Initial CPC Decision on Appeal
12	8	7	8
11	8	7	8
10	7	6	7
9	7	6	7

THE APPLICATION PROCESS FOR REAPPOINTMENT AND TENURE

I. OVERVIEW

The College of New Jersey (TCNJ) affirms that a community of learners and scholars is built around high expectations in which all members use their unique talents to make the College a better place. The process of reappointment and tenure at TCNJ functions within this context. It recognizes and supports the professional development of the individual faculty member even as it ensures that the faculty of the College as a whole is characterized by exemplary achievement in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. Candidates are expected to demonstrate accomplishments in all three categories; however, it should be noted that these three broad areas do not count equally in the promotions process. High quality teaching or librarianship is the most important of the required criteria for reappointment and tenure; scholarly/creative/professional activity is the second most important area; and a candidate's service record ranks third. In addition, the responsibility of faculty as advisors, which is a central role of all faculty, is outlined under the category of teaching. The significance of this role is then emphasized in the application itself, where advising and mentoring are assessed separately from and in addition to teaching, scholarly/creative/ professional activity, and service.

Faculty work is reviewed in the first through fourth years. Typically the first and third year reviews are reviews only and do not require a reappointment decision. The second year review is used as a basis for a decision on reappointment to the fourth and fifth years. In some cases a reappointment may be to the fourth year only, in which case the third year review requires a separate reappointment decision for the fifth year. The fourth year review is the basis for reappointment to the sixth year with tenure.

II. BASES AND STANDARDS FOR EVALUATION FOR REAPPOINTMENT AND TENURE

A. Teaching or Librarianship

The College is an exemplary comprehensive institution with the mission of offering a quality education to high achieving students in a residential setting where teaching is an essential priority. Teaching faculty should aspire to be teachers of the first order. High caliber, effective teaching may be characterized by:

- subject mastery, currency, and ongoing growth in one's discipline;
- the creation of caring and respectful learning environments in which the contributions of students and faculty are valued and recognized;
- enthusiasm that arouses student interest, curiosity, and motivation;
- rapport with students;
- incorporation of one's scholarship into teaching, when appropriate, including the effective supervision of student research and the incorporation of students into one's scholarship, when appropriate;
- commitment to all levels of the curriculum, including First Seminars, liberal learning, introductory courses, and graduate courses, where appropriate;
- careful preparation and clear organization of lessons and pedagogical materials that enhance student learning;
- attention to student learning outcomes that help develop students as successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world;

- purposeful experimentation with one's pedagogy in ways that foster engaging educational environments that are characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and community engagement;
- the creation and/or revision of courses and curricula in ways that foster a vibrant, intellectual community that is built around a shared commitment to scholarly inquiry;
- thoughtful mentorship and advising that contribute to students' cultural, social, and intellectual lives;
- respect for and fair treatment of students as individuals;
- pride in offering an individualized educational experience to every student;
- timeliness and professionalism in meeting classes and evaluating student work; and
- rigor and transparency in evaluating student work.

Likewise, library faculty should aspire to be librarians of the first order. High caliber, effective librarianship is characterized by:

- mastery, currency and ongoing growth in one's specialty;
- careful preparation and clear organization;
- fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;
- purposeful experimentation in the practice of one's professional specialty;
- incorporation of one's scholarship into the practice of librarianship, where appropriate;
- incorporation of one's professional service into the practice of librarianship;
- timeliness and professionalism in carrying out professional responsibilities;
- consistency in developing, implementing, and/or updating services;
- respect and fair treatment of all library users as individuals; and
- an ability to successfully interact with and/or supervise staff at various levels.

Throughout the probationary period candidates should be showing steady progress toward mastery in teaching or librarianship. By the time of the tenure decision there should be strong evidence of accomplishment as described above and clear promise for further improvement.

B. Scholarly/Creative/Professional Activity

The best teachers remain devoted learners. TCNJ embraces the model of a professor as *teacher-scholar* and understands that a serious and continuing commitment to scholarship complements and enriches teaching of the first order; therefore, the College values the scholarly and creative enterprise. The College recognizes a range of scholarly modes 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 the gap between theory and practice through both research and action;
- The Scholarship of Pedagogy – the discovery or an 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.

In keeping with the mission of the College, we also value scholarship 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.

Although scholarly/creative/professional activities take many forms, the expectation is that finished works will be submitted to an appropriate jury of peers for rigorous evaluation. The quality of work is defined by its significance in one's field of inquiry and necessarily requires such peer review to validate the work's significance. Normally, this means that the finished works will be published, presented, or performed in a respected venue consistent with accepted disciplinary standards. **This level of accomplishment is required and is the most important evidence for reappointment and tenure within the scholarly/creative/ professional activity area.** Quality is more important than mere quantity, although candidates are expected to maintain their scholarly/creative/professional activity consistently, and demonstrate the ability to bring significant projects to fruition as defined by the standards of one's discipline.

Publications, creative work, and grant writing are considered as evidence for reappointment and tenure if they have been produced during the applicant's period as a member of the faculty at TCNJ. (All published work should be included in the materials presented during the evaluation process, but candidates should make clear which work has been conducted subsequent to appointment at the College.)

Professional activities as a consultant or practitioner are considered scholarly when they involve the creation rather than application of knowledge and impact significantly on one's discipline. Examples include original research when consulting for a company, creating national standards for an accrediting organization, designing curricula for national or regional use. Evidence includes but is not limited to written evaluations by peers or professional organizations.

Throughout the probationary period candidates should show steady progress toward a productive and coherent program of scholarship or creativity. By the time of the tenure decision there should be a record of finished work conducted while at TCNJ and clear promise of ongoing and maturing scholarship.

The standards that mark excellence in scholarly/creative/professional activity may differ significantly among disciplines and even sub-disciplines. It is not possible to define in this document what these standards are in every discipline; instead, the accepted Disciplinary Standards of the appropriate department or program should be consulted (and made available to every candidate for promotion). It is the responsibility of the departmental Promotion and Tenure Committee (or its equivalent) to consult, when necessary, with the Dean and Provost about reasonable expectations for a given discipline or sub-discipline, based on the Disciplinary Standards of the department or program. This should occur during the spring semester of the candidate's first year, and should include expectations for reappointment, tenure, and promotion to Associate Professor, Professor, Librarian II or I. It is the responsibility of the candidate to make clear in the application that these expectations were met.

C. Service

The College also depends on faculty contributions to ensure that it achieves its educational mission through effective and efficient operations. The College's commitment to participatory governance and the needs of academic Programs and units necessitate a spirit of service and citizenship. Faculty contributions to the good of the community are expected to increase concomitantly with the institution's commitment to the individual. Normally, this means that faculty will be expected to accept more significant service responsibilities once they have earned tenure. Prior to tenure, faculty should shoulder an equitable portion of the responsibilities in their department or school and may, depending on their interests and other obligations, also choose to become involved in other campus opportunities and events.

III. ROLES AND RESPONSIBILITIES

A. The Candidate

The College expects exemplary achievement in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. The College strives to hire faculty who will be successful in the evaluation process and will continue to develop professionally. It is the candidate's responsibility to present and explain the case for reappointment and tenure. The application materials should be organized and focused in order to convey the information that is most relevant in the record of achievement. The candidate needs to establish the exemplary nature of his or her record of achievement. In preparing his or her materials, the candidate also needs to coordinate with the chair of the department (or the chair of the PRC if there is no department chair or the department chair is a candidate) to ensure that the materials from the PRC are added to the portfolio in a timely manner.

B. The Department/Program

Departments (and programs) must strive to appoint faculty who will contribute directly to the College's mission of offering a quality educational experience to high achieving students in a residential setting. Departments must share the College's commitment to exemplary achievement in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. Departments have a special responsibility to encourage and guide untenured faculty throughout their probationary period and to assist in their professional development specifically through an articulation of expectations and standards, mentoring and performance assessment.

To this end, it is the department's responsibility to:

1. Inform new faculty about the expectations for performance. The standards that mark excellence in scholarly/creative/professional activity may differ significantly among disciplines and even sub-disciplines. It is not possible to define in this document what these standards are in every discipline; instead, the accepted Disciplinary Standards of the appropriate department or program should be consulted (and made available to every candidate for promotion). It is the responsibility of the PRC (or its equivalent) to consult when necessary with the Dean and Provost about reasonable expectations for a given discipline or sub-discipline, based on the Disciplinary Standards of the department or program. And, ultimately, it is the responsibility of the PRC to make clear to each candidate what these reasonable expectations are.
2. Discuss with new faculty progress toward these performance expectations.

- a. In probationary years one (1) and three (3), this discussion will normally result in a letter summarizing the feedback and advice from the PRC to the candidate with a copy sent to the Dean;
 - b. In probationary years two (2) and four (4), this discussion will result in an evaluation report from the PRC to the Dean;
3. Establish an active program of systematic support (helpful mentoring related to teaching or librarianship; scholarly/creative/professional activity; department/program/school service; and application for external support). The mentoring program should be explained in a document that is given to each candidate upon appointment.
 4. Prior to application process, implement the College's procedures for collecting and analyzing student evaluations of teaching.
 5. Observe and evaluate annually the teaching of new faculty. The format and content of the peer evaluations should conform to the result of the recommendations of the Faculty Senate's Standing Committee on Teaching Excellence as approved through the governance process and as set forth in Appendix III.
 6. Read and evaluate carefully the candidate's Standard Application for Reappointment, Tenure, and Promotion (see Appendix I), the Professional Development Essay, and the supporting materials.
 7. Prepare a constructive evaluation report that characterizes and assesses:
 - a. the quality of the candidate's teaching, academic advising, and student mentoring, including an analysis of student and peer evaluations, teaching materials, curricular and course development (for librarians, a comparable analysis of relevant materials);
 - b. the quality and quantity of the candidate's scholarship, with an indication that the expectations were appropriate and met, and with special attention to its significance in its particular field and sub-field;
 - c. the candidate's contribution to the health and vitality of the department/program as well as the campus community; and
 - d. efforts made by the department/program to mentor the candidate.

C. The Dean

The Dean is responsible for working with departments to fulfill their obligations in an exemplary manner. The Dean is responsible for reviewing the departmental evaluation materials (letters, reports, etc.). The Dean is also responsible for reviewing departmental processes and procedures to ensure that they function both to assist candidates in their professional development and to advance the College's mission through the process of reappointment and tenure. The Dean considers institutional and school needs as well as departmental needs. For candidates undergoing the full review process (i.e., review beyond the level of the Dean), the Dean issues an independent recommendation to the Provost.

D. The Provost

The Provost is responsible for reviewing the complete dossier for candidates undergoing the full review process (i.e., review beyond the level of the Dean), including the application and all supporting materials, the PRC recommendation, the Dean's recommendation, and any responses of the candidate to the PRC or Dean. The Provost then makes an independent recommendation to the President and the Board of Trustees.

E. The President

The President is responsible for making a recommendation to the Board of Trustees.

IV. PROCEDURES AND TIMELINE FOR APPLYING FOR REAPPOINTMENT

NOTE: When a given date falls on non-work day, the deadline is moved to the next work day.

A. In the First Year

Near the beginning of a candidate's appointment at TCNJ the PRC is responsible for discussing with the candidate the expectations for scholarly/creative/professional activity based on the Disciplinary Standards developed for each department/program, extending from reappointment through tenure and promotion.

Faculty are hired with an initial three (3)-year (3) appointment, so the review during the first year is not the basis for any decision about reappointment; rather it is an opportunity for constructive feedback.

1. *By May 15.* The candidate submits to the Department Promotion and Reappointment Committee (PRC) the Standard Application for Reappointment. The application form organizes the candidate's record of achievement in the general format of a curriculum vita. Candidates do not need to include all of the supporting materials, although they should submit any supporting materials that they want to review with the PRC (e.g. reprints or pre-prints of scholarly articles, or the syllabus and course materials for a new course). They should include fall and spring student evaluations as well as peer teaching evaluations.
2. *By May 25.* The documents submitted serve as the basis for a serious conversation between the candidate and the committee regarding progress toward reappointment and tenure. The purpose of this face-to-face conversation is to encourage the candidate in his or her professional development, to offer honest feedback and constructive advice, and to provide structure to the department's/program's responsibility to mentor its untenured faculty members.

This conversation is then summarized in the form of a letter to the candidate from the PRC. Chairs should note that the discussion should be a meaningful one, and that the letter – about one (1) to two (2) pages – should not be a repeat of the application, but rather, it should truly characterize the conversation, and address both strengths and weaknesses of the application. This letter shall include the phrase, "*by signing this letter, I agree that its contents summarize the discussion between the PRC and the candidate*" and should be signed by all members of the PRC and the candidate. By signing the letter, members of the PRC indicate their participation in the conversation and verify that the letter accurately summarizes the conversation between the candidate and the PRC; signing does not necessarily indicate that that person concurs with all of

the points raised in the letter.¹⁶

3. *By May 29.* The candidate has the right to respond formally to this letter. This response will be included as part of the candidate's application. The Dean is also sent a copy of all correspondence including the standard application.
4. *By June 15.* The Dean reviews the PRC letter and standard application. Should the Dean have concerns about the content of the letter or its clarity, the Dean may elect to meet with the PRC or the candidate for additional conversation. The Dean issues a written acknowledgment to the candidate and the PRC, with a copy to the Provost.

B. In the Second Year

NOTE: In addition to candidates in their second year, the process below is used by those candidates in their third year whose second year review resulted in appointment only for the fourth year. In such cases, this comprehensive review can result in a recommendation for an additional appointment for the fifth year (to include a comprehensive review for reappointment to the sixth year with tenure during the fourth year) or it can result in a recommendation to terminate the appointment following a fourth (and final) year.

1. *By April 1.* The candidate may apply for reappointment to a fourth and fifth year by submitting a dossier consisting of the updated Standard Application for Reappointment, Tenure, and Promotion, the Professional Development Essay, and supporting materials. The essay allows the candidate to interpret and explain the significance of the record as presented in the application. It enables the candidate to reflect deliberately on his or her professional development in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. It points to future goals and aspirations. An effective presentation is clear, concise, accurate, and balanced. A typical essay may range from three (3) to five (5) single-spaced pages in 12-point font with one-inch margins. Essays must not exceed six (6) single-spaced pages.
2. *By April 15.* The documents submitted serve as the basis for a renewed conversation between the candidate and the PRC regarding progress toward reappointment and tenure. This conversation should be both serious and constructive.

This conversation results in an evaluation report to the Dean from the PRC that summarizes the candidate's progress toward reappointment and tenure. This report is written by and voted on by the appropriate members of the department/program. All members of a PRC must sign the recommendation. By signing a recommendation, members of the PRC indicate their participation in the decision-making process and verify that the recommendation accurately reflects the decision of the PRC; signing does not necessarily indicate that that person concurs with the ultimate recommendation.¹⁷

The recommendation is then reviewed by the candidate. If the report is generally positive, it should include a recommendation for appointment to the fourth and fifth year. If the report

¹⁶ Any PRC member who refuses to sign the committee's report/recommendation is expected to send a written explanation for his/her refusal to sign to the appropriate Dean.

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identifies areas of significant concern, it may instead result in a recommendation for appointment to the fourth year with an additional comprehensive review (for reappointment to the fifth year) to occur at the end of the third year. If the report is substantially negative, it may include a recommendation to terminate the appointment following a third (and final) year.

3. *By April 19.* The candidate has the right to respond formally to this evaluation report. This response will be included as part of the candidate's application.

PRC submits evaluation report to the Dean; this report will include the dossier and the PRC's recommendation as well as the candidate's response if any.

4. *By May 15.* The Dean reviews this complete dossier including the PRC report and meets with the chair of the PRC and chair of the department (where applicable). The Dean also has the option to meet with the candidate.

The Dean writes an independent evaluation report and recommendation to the Provost. Before they are forwarded to the Provost, copies are sent to the candidate and the PRC.

5. *By May 19.* The candidate has the right to respond formally to the Dean's evaluation report. This response will be included as part of the candidate's application.

Dean submits recommendation and dossier to the Provost.

6. *By June 11.* The Provost reviews the complete dossier, including the evaluation reports from the PRC and the Dean, and prepares a recommendation concerning reappointment for the President and the Board of Trustees. The Provost may meet with the candidate, PRC, or Dean as needed in preparing this recommendation.

The Provost notifies the candidate in writing of his/her decision to either recommend or not recommend reappointment and tenure to the president.

7. *By June 13.* Candidate has the right to respond formally to the Provost's recommendation. This response will be included as part of the candidate's application.

Provost sends recommendation to the President.

8. *By July 30.* Action is taken by the Board of Trustees on President's recommendation for reappointment. Notification of reappointment or non-reappointment is sent to the candidate.

C. In the Third Year

NOTE: The process described below is followed when the review in the second year results in reappointment for the fourth and fifth year (i.e., the normal pattern). Should the second year review result in appointment just for the fourth year, then the process in the third year follows the pattern of the second year. (See Note above under "In the Second Year.")

1. *By May 15.* The review at the end of the third year follows the pattern of the review in the first year. The candidate submits an updated *Standard Application for Reappointment, Tenure, and Promotion*. Candidates do not need to include all of the supporting materials, although they should submit any supporting materials that they want to review with the PRC (e.g. reprints or pre-prints of scholarly articles, or the syllabus and course materials for a new course). They should include fall and spring student evaluations as well as peer teaching evaluations.
2. *By May 25.* The candidate meets with the PRC to review his or her continuing progress. The purpose of this face-to-face conversation is to encourage the candidate in his or her professional development, to offer honest feedback and constructive advice, and to provide structure to the department's/program's responsibility to mentor its untenured faculty members. Because this is the year preceding the tenure review, it is important for the department/program to offer advice to the candidate that is both straightforward and constructive.

This conversation is then summarized in the form of a letter to the candidate from the PRC. Chairs should note that the discussion should be a meaningful one, and that the letter – about one (1) to two (2) pages – should not be a repeat of the application, but rather, it should truly characterize the conversation, and address both strengths and weaknesses of the application. This letter shall include the phrase, "*by signing this letter, I agree that its contents summarize the discussion between the PRC and the candidate*" and should be signed by all members of the PRC and the candidate. By signing the letter, member of the PRC indicate their participation in the conversation and verify that the letter accurately summarizes the conversation between the candidate and the PRC; signing does not necessarily indicate that that person concurs with all of the points raised in the letter.¹⁸

3. *By May 29.* The candidate has the right to respond formally to this letter. This response will be included as part of the candidate's application. The Dean is also sent a copy of all correspondence including the standard application.
4. *By June 15.* The Dean reviews PRC letter and standard application. Should the Dean have concerns about the content of the letter or its clarity, the Dean may elect to meet with the PRC or the candidate for additional conversation. The Dean issues a written acknowledgment to the candidate and the PRC, with a copy to the Provost.

D. In the Fourth Year

1. *By April 1.* The fourth year review mirrors the second year process. The candidate may apply for reappointment to a sixth year with tenure by submitting a dossier consisting of the updated *Standard Application for Reappointment, Tenure, and Promotion* the *Professional Development Essay*, and supporting materials. The essay allows the candidate to interpret and explain the significance of the record as presented in the application. It enables the candidate to reflect deliberately on his or her professional development in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. It points to future goals and aspirations. An effective presentation is clear, concise, accurate, and balanced. A typical essay may range from

¹⁸ Any PRC member who refuses to sign the committee's report/recommendation is expected to send a written explanation for his/her refusal to sign to the appropriate Dean.

three (3) to five (5) single-spaced pages in 12-point font with one-inch margins. Essays must not exceed six (6) single-spaced pages.

2. *By April 15.* The documents submitted serve as the basis for a conversation between the candidate and the committee regarding eligibility for tenure.

This conversation results in an evaluation report to the Dean from the PRC. The recommendation for successful candidates in their fourth year will normally be for reappointment to their sixth year and tenure. An unsuccessful candidate will not be recommended for reappointment beyond their fifth year. This report is voted on by the appropriate members of the department/program. All members of a PRC must sign the recommendation. By signing a recommendation, members of the PRC indicate their participation in the decision-making process and verify that the recommendation accurately reflects the decision of the PRC; signing does not necessarily indicate that that person concurs with the ultimate recommendation.¹⁹ Once signed by all members of the PRC, the candidate must receive a copy.

3. *By April 19.* The candidate has the right to respond formally to this evaluation report. This response will be included as part of the candidate's application.

PRC submits evaluation report to the Dean; this report will include the dossier and the PRC's recommendation as well as the candidate's response if any.

4. *By May 15.* The Dean reviews the dossier and the PRC report and meets with the chair of the PRC and chair of the department/program (where applicable). The Dean also has the option to meet with the candidate.

The Dean then submits an independent evaluation report and recommendation to the Provost, with a copy to the candidate and the department/program.

5. *By May 19.* The candidate has the right to respond formally to the Dean's evaluation report. This response will be included as part of the candidate's application.

Dean submits recommendation and dossier to the Provost.

6. *By June 11.* The Provost reviews the complete dossier, including the evaluation reports from the PRC and the Dean, and prepares a recommendation concerning reappointment for the President and the Board of Trustees. The Provost may meet with the candidate, PRC, or Dean as needed in preparing this recommendation.

The Provost notifies the candidate in writing of his/her decision to either recommend or not recommend reappointment and tenure to the president. A recommendation for tenure includes reappointment to the sixth year. A recommendation against tenure results in a recommendation to terminate the appointment following a fifth (and final) year.

7. *By June 13.* Candidate has the right to respond formally to the Provost's recommendation. This

¹⁹ Any PRC member who refuses to sign the committee's report/recommendation is expected to send a written explanation for his/her refusal to sign to the appropriate Dean.

response will be included as part of the candidate's application.

Provost sends recommendation to the President.

8. *By July 30.* Action is taken by the Board of Trustees on President's recommendation for appointment. Notification of reappointment or non-reappointment is sent to the candidate.

V. DEPARTMENT/PROGRAM PROMOTION AND TENURE COMMITTEE (PRC)²⁰

A. Membership/Eligibility

1. Minimum Number

A department/program of ten (10) or fewer members must have at least three (3) members on its PRC; a department/program of more than ten (10) members must have at least five (5) members. In cases where the department chair/program director does not vote, he or she may serve *ex officio* but is not counted among the number of individuals making up the committee.

2. Eligibility of Members

PRC members must be tenured with the exception of the department chair/program director who, even if untenured, may, at the choice of the department/program, serve *ex officio* with vote.

Candidates for promotion are eligible for the PRC, but must absent themselves from all promotion discussions.

3. Outside Members

A department/program with insufficient members available to serve on its committee may elect members of other departments/programs who meet eligibility requirements. Each department/program shall file with the Office of Academic Affairs the names of up to three (3) departments/programs representing related or cognate disciplines from which it may elect members. A department/program with insufficient membership on its committee will poll the members of the identified departments/programs to determine who is interested in serving. These names shall be placed on a departmental/programmatic ballot, and a sufficient number shall be elected to bring the number on the committee to the required minimum.

4. Service on Multiple Committees

- a. A faculty member or librarian may serve on the PRC of different departments/programs.
- b. Faculty and librarians serving on a PRC who also serve on the College Promotions Committee (CPC) should recuse themselves from the promotions process within their own departments/programs.

²⁰ Large departments/programs may decide to have a committee for promotion and a second committee for tenure/reappointment in order to distribute the work to more faculty.

5. Joint-Appointments

A PRC consisting of members of all departments or programs involved will be formed for each reappointment, tenure, or promotion case involving a joint-appointment. If the department(s) or program(s) with which the candidate is affiliated have ten (10) or fewer members between them, they must elect a PRC of at least three (3) members, with one (1) member drawn from each of the two affiliated department(s) or program(s). Assuming that there exists a sufficient number of tenured faculty in both departments or programs, then the candidate shall have the right to designate from which of the affiliated department(s) or program(s) the third member shall be elected. If there exists an insufficient number of tenured faculty in both departments or programs, then the third member of the PRC must be drawn from whichever department or program has a tenured faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured faculty, then the third member of the PRC must be drawn from a related cognate discipline suggested by the candidate and approved by the Office of Academic Affairs.

If the department(s) or program(s) with which the candidate is affiliated have more than ten (10) members between them, they must elect at least five (5) members to the PRC, with two (2) members drawn from each of the two affiliated department(s) or program(s). Assuming that there exists a sufficient number of tenured faculty in both departments or programs, then the candidate shall have the right to designate from which of the affiliated department(s) or program(s) the fifth member shall be elected. If there exists an insufficient number of tenured faculty in both departments or programs, then the fifth member of the PRC must be drawn from whichever department or program has a tenured faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured faculty, then the fifth member of the PRC must be drawn from a related cognate discipline suggested by the candidate and approved by the Office of Academic Affairs.

Like other PRCs, members of joint-appointment PRCs must be tenured with the exception of a department chair or program director who, even if untenured, may, at the choice of the department/program, serve *ex officio* with vote. Candidates for promotion are eligible for the PRC, but must absent themselves from all promotion discussions. In the event that a member must absent himself/herself, then a replacement PRC member must be added to the committee in accordance with the procedures outlined in the previous two paragraphs.

B. Selection of Committee Members

1. The department/program may by simple majority vote designate committee membership to be comprised of all tenured faculty members in the department/program or;
2. Where a department/program chooses to elect its members, it shall develop election procedures and conduct elections. Elections will be conducted no later than February 1.
3. By May 1st, the department/program must notify its Dean of the names of its PRC members and chair.
4. All PRC selection procedures shall be filed with the Office of Academic Affairs through the appropriate Dean no later than September 1. Prior to implementation, these will be reviewed jointly by the Union and the College to assure fairness and equity. Once reviewed,

departmental/programmatic selection procedures will be made public.

**APPENDIX I:
Standard Application for Reappointment, Tenure, and Promotion**

Not every category below will be relevant for every candidate. Include only those categories that are significant in conveying your record of achievement and that will assist others in understanding the nature and importance of your professional work.

Name _____

Department(s)/Program(s) _____

Current Rank _____

Submitting Application for:

_____ Informal Review at end of the First or Third Year of Employment

_____ Formal Reappointment to:

_____ Fourth Year _____ Fifth Year _____ Sixth Year (with tenure)

_____ Promotion to:

_____ Associate Professor _____ Professor

_____ Librarian II (Assistant Professor in the library) _____ Librarian I (Associate Professor in the library)

Date of initial appointment at TCNJ _____

Date of appointment to current rank at TCNJ _____

A. The *Professional Development Essay* precedes the application format below for all promotions and for reappointment to the fourth, fifth, or sixth year (omit the essay for informal reviews at the end of the first and third year). The essay allows the candidate to interpret and explain the significance of the record as presented in the application. It enables the candidate to reflect deliberately on his or her professional development in the areas of teaching or librarianship, scholarly/creative/professional activity, and service. It should include specific examples of excellent teaching/librarianship and its effectiveness in achieving learning outcomes, in preparing students for life after college and careers, of the significance of scholarship etc., and the scope of service. The essay should also include a description of how the candidate believes he/she has fulfilled the appropriate qualifications for reappointment, tenure, or promotion, as well as a discussion of future goals and aspirations. An effective presentation is clear, concise, accurate, and balanced. The *Professional Development Essay* should range from three (3) to five (5) single-spaced pages in 12-point font with one-inch margins. Essays must not exceed six (6) single-spaced pages.

B. The *Disciplinary Standards* document for the candidate's department or program follows the *Professional Development Essay*.

C. Copies of previous evaluation letters and candidate's responses (if any). Candidates for reappointment include all letters from previous reappointments. Candidates for promotion include only letters from previous promotion applications during the last three (3) years.

I. Academic and Professional Employment

Indicate dates, employer, title, and brief job description as appropriate, beginning with the most recent experience. Indicate whether full-time or part-time experience.

II. Educational Background

- A. Degrees and diplomas, including dates, institutions and areas of specialization.
- B. Title of dissertation and name of supervisor.
- C. Post-doctoral fellowships or advanced professional certifications.

III. Academic or Professional Honors, Prizes, and Awards

Provide type of honor, conferring authority/organization, and date of honor.

IV. Teaching Record

- A. Delivery of instruction for courses taught at TCNJ.
 - 1. List by course, noting which semesters each was offered and course enrollments (based on final grade sheets).
 - 2. Discuss the quality of your teaching effectiveness. Refer to supporting documentation which should be provided in an appendix (or appendices) to the application, including peer evaluations, student feedback forms, and other evidence of teaching effectiveness. Candidates for reappointment (including tenure) should provide supporting documentation for all of the years during which they have taught at TCNJ. Candidates for promotion should limit their supporting documentation to the past three (3) to five (5) years. (see Supporting Documentation section below for details)
 - 3. Discuss your contributions to the liberal learning program such as First Seminar Program (FSP).
- C. New courses, curricula, or pedagogies developed at TCNJ.
- D. Independent research, independent studies, and other non-classroom modes of instruction. Provide evidence of success in an appendix (or appendices).
- E. External curricular grants, including those awarded, those resubmitted with revision, and those submitted but declined.
- F. TCNJ curricular grants awarded.

- G. Participation in professional conferences or workshops related to teaching in your discipline. Indicate sponsoring group, topic, date, place, and extent of participation. Discuss the impact on the candidate's teaching.

V. Librarianship Record

- A. Areas of responsibility at TCNJ

List by service or activity. Provide applicable examples and documentation such as:

1. Accomplishments in performance of daily activities.
 2. Work on new Programs and policies.
 3. Liaison services to campus community.
 4. Peer letters.
- B. Materials prepared for colleagues or library users.
 - C. New programs, policies, or services developed at TCNJ.
 - D. Library reading programs or other individual instructional activities.
 - E. Administrative, coordinating or supervisory activities.
 - F. Participation in professional conferences or workshops related to teaching in your discipline. Indicate sponsoring group, topic, date, place, and extent of participation. Discuss the impact on the candidate's librarianship.

VI. Academic Advising and Student Mentoring Record

Describe academic advising and student mentoring contributions.

- A. Describe advising roles and advising load.
- B. Describe mentoring activities.
- C. Discuss the quality of the candidate's effectiveness as a mentor and advisor.
- D. While not required, a candidate is free to add any supporting documentation that the candidate feels may be relevant to explaining their advising and mentoring record (e.g., letters of support from students mentored by the candidate explaining the impact of said mentorship).

VII. Scholarly Record

List according to one of the standard bibliographic formats used in the academic disciplines. Where there are co-authors, indicate order of authorship and explain the degree and nature of collaboration with special attention paid to your contributions. All published work should be included in the materials presented during the evaluation process, but candidates should make clear (1) which work has been conducted subsequent to appointment at the College, and (2) which scholarly accomplishments have been achieved since the last promotion.

- A. Books and monographs authored.
- B. Books edited or compiled.
- C. Books and monographs in progress.
Specify extent of progress and nature of volume (authored or edited), including especially any contracts with publishers.

- D. Journal articles (published or in press in scholarly, refereed journals).
- E. Journal articles completed and "under review" for publication. Indicate date, place, and status of submission.
- F. Articles published in refereed conference proceedings.
- G. Chapters and essays published or in press in edited volumes (note manner of invitation or selection).
- H. Papers, lectures, posters, abstracts, and/or presentations at professional conferences (note significance of the conference within the discipline; whether it was national, regional, or local; and whether refereed).
- I. Published software, audio, multimedia, and so on (note whether refereed).
- J. External peer-reviewed scholarly grants, including those awarded, those resubmitted with revision, and those submitted but declined.
- K. TCNJ scholarly grants awarded.
- L. Reviews of books, software, creative performances, and so on.
- M. Reports from grant or contract work.
- N. Essays or other written work in trade magazines without scholarly referees.
- O. Additional research projects or scholarly works in progress. Specify nature of the work and provide evidence of the extent of progress.
- P. Editorships of scholarly journals or volumes.
- Q. Invited reviews of scholarly journals, volumes, works, or proposals.

VIII. Creative Record

- A. Creative works completed.
Indicate type of work, date of completion, collaborators, if any, and nature of and extent collaboration, and current location of work. If there is a sponsoring organization, provide information about its significance within the discipline.
- B. Juried shows, exhibitions, and performances (note whether national, regional, or local).
- C. Unjuried shows, exhibitions, and performances.
- D. Creative works commissioned or sold.
- E. Performances by others of music, poetry, plays, etc. that you have authored.
- F. External peer-reviewed creative grants, including those awarded, those resubmitted with revision, and those submitted but declined.
- G. TCNJ creative grants awarded.
- H. Creative works in progress.
Specify extent of progress and nature of the work.

IX. Professional Activity Record

Professional services as a consultant or practitioner are considered scholarly activity when they involve the creation rather than application of knowledge and impact significantly on one's discipline. Work that involves the application of knowledge should be included in the Record of Service. Indicate type of work, name of institution/organization, dates, description of activity.

- A. Original research performed while serving as a consultant.
- B. Standards created for a national or regional accreditation agency.
- C. Curricula designed for national or regional use.

X. Professional, Intellectual, Creative Development

- A. Current matriculation in a degree program. Submit in the supporting documentation a letter from the appropriate graduate advisor indicating: student status, nature of study, Program, institution, anticipated date of completion.
- B. Courses completed since highest degree was awarded. Provide photocopy of transcript in the supporting documentation.
- C. Post-doctoral study, internships, personal study, workshops attended, recertification

XI. Administrative or Coordination Activities

- A. Administrative or coordination activities of departments or programs.
- B. Training or supervising staff.

XII. Record of Service to the College Community

Indicate those assignments which involved significant service, briefly describing your role and the nature of your work.

- A. Departmental committees or formal assignments.
- B. School or library committees or formal assignments.
- C. College committees or formal assignments.
- D. Other forms of significant service.
Incidental items (such as talks to campus organizations, lecturing in a colleague's class, participation in campus groups or events) that are a routine part of the life of the College need not be listed unless there is some exceptional aspect.
- E. Mentoring of other colleagues on the faculty.

XIII. Record of Service to the Profession

- A. Leadership roles in or significant contributions to a professional organization, including formal office, membership in a task force or accrediting team, and so on.
- B. Service as a referee or consulting editor for a scholarly journal or press.
- C. Contributions as a consultant to another institution.

XIV. Record of Service to the Surrounding Community

Indicate contributions that involved significant service related to your professional expertise, briefly describing your role and the nature of your work. Include community grants or contracts that reach out and connect the College to its surrounding communities.

Supporting Documentation to the Application for Reappointment and Promotion

Materials in support of your application should be attached as appendices, arranging them in an order consistent with the application format. You need include only those materials that are significant and that will assist others in understanding the nature and importance of your professional work. You are not expected to have materials in every category, except where noted below. Include materials only as they support and clarify your particular record.

Examples of materials you might include (some are required as noted for teaching faculty):

1. **Teaching or Librarianship Materials:**

a. **Teaching Materials:**

- Required:** syllabi for all courses taught in the previous three (3) to five (5) years (including the most recent example of each)
- examples of materials, handouts, assignments, exams, etc., that demonstrate pedagogical advances and innovations, especially those designed to enhance student learning or expand the curriculum in significant ways

b. **Librarianship Materials:**

- examples of materials, handouts, web pages, etc., created for student or staff use that demonstrate advancement of library operations or services

2. **Required: Peer teaching observations: Peer teaching evaluations must be included** in accordance with the requirements of the reappointment and promotions document.

3. **Required: Summary of official College student feedback form results and the Scantron forms themselves because they contain student comments.** For Reappointment these should be included for every course taught every semester. For promotion these should be included for every course taught in the three (3) years prior to the application.

4. **Independent Research or Study Students**

- list of student names and a brief abstract of their projects (as appropriate)
- short description of post-graduation accomplishments of mentored students, if known

5. **Academic Advising and Mentoring**

- materials developed or used in support of academic advising and mentoring
- any supporting documentation that the candidate feels may be relevant to explaining their advising and mentoring record (e.g., letters of support from students mentored by the candidate explaining the impact of said mentorship)

6. Scholarly, Creative, or Professional Work

Required: select evidence of scholarly/creative/professional work which *may* include:

- copies of published books, articles, essays, abstracts, reports, grants, grant reviews, and so on, arranged according to the categories listed in the application
- copies of letters indicating acceptance of materials submitted for publication or the status of materials under review
- objective or independent information pertaining to the significance of your work such as copies of professional reviews of your scholarly or creative work, citation counts, and course adoptions
- copies, photographic images, audiotapes or videotapes, URL addresses, etc. of creative work produced
- external professional peer evaluations of their scholarly/creative/professional work (see Appendix IV)

7. Record of Service

- copies of significant written material produced (e.g., reports or documents), indicating your specific contribution
- a letter from a person in a supervisory capacity citing any special contribution

Special Instructions for Promotion Candidates

To better serve both the candidate for promotion and those evaluating materials for promotion, the following suggestion regarding the submission of materials is offered. Note that the format described in Part A is not required.

A. Binders

It is suggested that four (4) separate binders be used, including one for the candidate's application, essay, PRC recommendation, Dean's letter, candidate's responses, and letters from outside reviewers (if any), and one each for the supporting documentation for teaching or librarianship, scholarly/creative/professional/ activity, and service. Copies of published material that do not fit within the binder should be provided in a file box with a lid that is clearly labeled. This includes CDs, videotapes, and other material that may be accessed electronically.

B. Weblinks

It is imperative that the candidate be certain that weblinks that are to be accessed by members of the promotions committees are live at the time of deliberation and that the web addresses are accurate.

**APPENDIX II:
Department/Program Recommendation for Reappointment, Tenure, or Promotion**

Candidate _____ Department/Program _____

I. Teaching or Librarianship

(discussion and evaluation)

II. Scholarly/Creative/Professional Activity

(discussion and evaluation)

III. Service

(discussion and evaluation)

The candidate is _____ is not _____ (check one) recommended for promotion.

Signed:

_____ (Chair, Department/Program Promotion and Tenure Committee, PRC)

_____ (Date)

To Applicant for Promotion:

The collective bargaining agreement requires that individuals have an opportunity to read and, if they wish, respond to any documents placed in their personnel files. Please sign below:

I attest that I have read this document. I do _____ do not _____ (check one) intend to forward a response by October 30 to the chair of the PRC. I do _____ do not _____ (check one) want my application forwarded to the College Promotions Committee.

Name _____ Date _____

CANDIDATE WISHING TO APPEAL A DECISION ON PROCEDURAL GROUNDS SHOULD FOLLOW APPEALS PROCEDURE CITED IN THE AGREEMENT BETWEEN THE STATE OF NEW JERSEY AND COUNCIL OF NEW JERSEY STATE COLLEGE LOCALS.

APPENDIX III: Peer Review of Teaching

I. Introduction

Peer feedback on teaching serves two purposes. Its primary benefit is to the teacher-scholar, fostering continued development of the faculty member's teaching and thereby enriching students' learning. This benefit is most marked if the feedback identifies both strengths and weaknesses of the teacher and provides specific suggestions for improvement. For this reason it is accepted that peer feedback reports may not always be uniformly positive.

The secondary purpose of peer review of teaching is for the department and the College. The College needs to evaluate the effectiveness and quality of the teacher-scholar's teaching when making decisions about reappointment, tenure and promotion. The College expects faculty members to aspire to be teachers of the first order. Thus, candidates for reappointment and promotion must exhibit high caliber, effective teaching. This implies that teachers must demonstrate outstanding teaching practices as described in the bases and standards for promotion and for reappointment and tenure and must demonstrate a commitment to continued growth as a teacher. The positive feedback in a peer feedback report provides candidates with evidence and validation of their outstanding teaching practices. The suggestions for improvement in the peer feedback report provide candidates with a framework for discussing their growth as teachers in their discussion of teaching effectiveness in Section IV.A.2 of the *Standard Application for Reappointment, Tenure, and Promotion*.

The Department/Program Promotion and Reappointment Committee (PRC), the Dean, the College Promotions Committee (CPC), and the Provost are expected to use the peer feedback reports as one piece of their evaluation of the candidate's teaching. The peer feedback process provides two important sources of evidence of teaching effectiveness: the reports provide evidence of the teaching practices of the candidate; and the candidate's reflection (as per Section IV.A.2 of the *Standard Application for Reappointment, Tenure, and Promotion*) on the feedback provided by the peer observers demonstrates the candidate's ability and willingness to grow as a teacher.

II. Frequency of Peer Reviews

So that faculty members seeking reappointment and promotion have regular feedback for professional development and so that the PRC, Dean, CPC, and Provost have ample information for making decisions about reappointment and promotion, faculty members should follow the guidelines enumerated below. Any faculty member may request more frequent peer observations of their teaching.

II-A. Candidates for Reappointment

Faculty members who have not yet been granted tenure should be peer-observed by a tenured faculty member twice each year, where an observation also includes both pre- and post-observation meetings as described below. This timeline will usually result in one observation being completed during the spring semester before reappointment materials are due. Ideally, the

observations will be appropriately timed to allow the faculty member being observed to demonstrate a response to feedback from prior observations.

II-B. Candidates for Promotion

Faculty members anticipating promotion should be observed by a peer once every other year, excluding sabbatical years and leaves-of-absence, in order to document their development as teachers. Faculty seeking promotion must have at least two teaching observations during the three years prior to the application for promotion. Ideally, the observations will be appropriately timed to allow the faculty member being observed to demonstrate a response to feedback from prior observations.

III. Reviewer and Course Selection

To ensure that feedback is most constructive for the candidate, as well as the PRC, Dean, CPC, and Provost, the choice of reviewers should be made by the candidate in consultation with the PRC and the Dean. Most reviews will be made by members of the candidate's own department, but reviews by members of other departments may be more appropriate at particular times, such as for candidates in interdisciplinary fields, and are encouraged. The selection of the course to be observed should also be made by the candidate in consultation with the PRC and the Dean. The selection of the reviewer and course to be reviewed should occur by the third week of the semester in which the review is to occur. As indicated in Section III. B. 3 of *The Application Process for Promotion*, the peer review of candidates for promotion should occur no later than the spring semester prior to the candidate's submission of his/her application and supporting materials. Peer review of candidates for reappointment should take place early enough in the spring semester so that the observation process is completed before the due dates for submission of reappointment materials, as described in Sections IV. A–D of *The Application Process for Reappointment and Tenure*. This will allow the candidate to have sufficient time to incorporate the peer feedback process into his/her reflection of high caliber, effective teaching as described in Section II.D.1 of *The Application Process for Promotion* and Section II.A of *The Application Process for Reappointment and Tenure*.

IV. Process for the Peer Observation of Teaching

The process for the observation is described below; it includes a pre-observation meeting, the observation itself, and a post-observation meeting. Once the course and reviewer have been selected, the candidate and the reviewer will agree upon a date for and duration of the classroom observation which should occur by week 10 of the current semester. The expectation is that the observation will last for at least one hour. The faculty peers will also agree upon a date for the pre-observation meeting, which should occur during the week prior to the observation; and a date for the post-observation conference, which should occur within a week after the class observation.

Three factors contribute to successful classroom observations:

1. A pre-observation meeting
2. The observation, and
3. The post-observation meeting.

The peer observation/feedback of teaching provides a strong outcome when the process is collaborative. In order to prepare both participants, each observation must follow three phases. In the first step, the observer meets with the faculty member under review to discuss the course and the particular class to be observed. This helps provide context for the observer. It also initiates or strengthens a formative aspect of this review process.

In the second step, the observation occurs and the observer completes a draft of the **Peer Feedback Report**.

In the third and final step, the faculty peers meet to review the observed session and to share their perspectives on the experience. This phase serves as an opportunity for a formative experience, in which constructive feedback is provided and strategies for continued development are discussed. After this meeting, the observer completes a final version of the **Peer Feedback Report**.

The following guidelines outline the process for the conduct of each of these three activities.

IV-A. Responsibilities of the Candidate/Department/Program

- Peer observations for candidates seeking reappointment must be scheduled twice each year.
- Candidates seeking promotion must ensure that they have been observed at least twice within the last three years.
- Additional observations may be scheduled at the candidate's request.
- It is the responsibility of the PRC to ensure that all **Peer Feedback Reports** submitted within the past four years are included in a candidate's application materials for reappointment, tenure and promotion. Therefore, a record of candidates' peer observations will be carefully maintained by the candidate's Department (or primary Department, in the case of joint appointments).
- By the third week of the semester, an agreement among the PRC, the observee, and appropriate peer observer regarding observation will be finalized.
- The observer and observee will agree upon a date for and duration of the classroom observation which should occur by week 10 of the current semester. The expectation is that the observation will last for at least one hour. The faculty peers will also agree upon
 - a date for the pre-observation meeting, which should occur during the week prior to the observation, and
 - a date for the post-observation conference, which should occur within a week after the class observation.

IV-B. Responsibilities of the Dean

The role of the Dean is to ensure that the peer observation process serves to foster continued development of faculty members' teaching. The Dean should guide the PRC in focusing on the goals and outcomes of the peer observation process, and may periodically review the quality of observation reports to determine whether individual observers are meeting expectations and

providing meaningful feedback. The Dean is not expected to manage the peer observation process, or to authorize the selection of peer observers.

IV-C. Responsibilities of Peer Observer and Faculty Member

Pre-observation Meeting Guidelines

A. Prior to the pre-observation meeting, the faculty member to be observed prepares the following materials for the observer to review. These materials should be made available far enough in advance of the pre-observation meeting to allow the observer to review them carefully.

- Syllabus of the course to be observed
- A summary of the class session to be observed, including
 - Content (summarization of the class)
 - Goals and objectives of the class, including student learning outcomes for the course and how these are related to program goals and/or liberal learning goals
 - Intended pedagogical approaches and activities, e.g., cooperative learning, small groups, discussion, student presentations, multimedia, etc.

B. The pre-observation meeting should focus on how the course will meet the College's expectations for excellence in teaching. The following are suggested topics for the pre-observation meeting:

- State the expectations for student learning from this session.
- Describe the activities that will allow students to meet the session's expectations.
- Specify what the students have been asked to do to prepare for this session.
- Discuss any specific planned approaches/activities on which the faculty member being observed would like feedback.

Observation Meeting Guidelines

The peer observer will attend the class session on the identified date. After the class observation, the peer observer completes a written **Peer Feedback Report** using the *Guidelines for the Content of the Peer Feedback Report* below. The **Peer Feedback Report** should be completed prior to the post-observation meeting.

Post-observation Meeting Guidelines

In order to provide an entrée into a sincere dialogue about teaching, the observed faculty member should be permitted to begin the conference by speaking about his/her perspective on the class that was observed and the elements of the **Peer Feedback Report**. In addition, the observer should share his/her observations with the faculty member. The peers may use this opportunity to enter into a discussion leading to continued development/improvement in teaching.

After the post-observation meeting the observer will finalize the peer feedback report and submit copies to the candidate and to the PRC. As noted in the introduction to this document, the

primary benefit of peer feedback is to foster the continued development of the candidate's teaching. The candidate's reflection on this feedback, especially the suggestions for improvement in teaching, will allow the candidate to demonstrate an ability and willingness to grow as a teacher.

Guidelines for the Content of the Peer Feedback Report

This Report is to be written after the class observation and to be discussed at the post-observation meeting, and should consider the observed class in light of objectives discussed in the pre-observation meeting. Listed below are areas that *may* be appropriate to address in the Report, with suggested prompts for considering each of these categories. These are not requirements, but guidelines; the pre-observation meeting with the candidate will help the observer determine which of these categories could be most relevant to the observation. The Report should identify strengths and areas for improvement, with specific suggestions for improvement. The purpose of this feedback is to foster continued development in teaching.

1. Course Materials

- Course syllabus provides students with needed information, and learning goals are clear
- Assignments and workload are consistent with course level and department expectations, and the nature of the assessments is appropriate
- Course activities are reasonable strategies to meet learning goals

2. Organization of Observed Class

- Instructor is prepared for class
- Instructor uses class time effectively
- Instructor states the objectives for the class

3. Content Knowledge

- Instructor is knowledgeable about the subject matter
- Instructor provides appropriate content detail
- Instruction is aimed at an appropriate level
- Instructor communicates the reasoning process behind concepts

4. Clarity

- Instructor explains subject matter clearly (e.g., uses examples, relates course material to practical situations)
- Instructor responds effectively to questions
- Instructor actively monitors student comprehension

5. Instructional Strategies

- Instructor uses reasonable techniques in support of learning goals (e.g., raises stimulating questions, effectively moderates discussion, facilitates group work, uses multimedia effectively)
- Learning activities are well-organized

6. Presentation Skills

- Instructor is an effective speaker
- Instructor uses supplements effectively to support presentation (e.g., board work, handouts, multimedia)
- Instructor projects enthusiasm for the subject matter

7. Rapport with Students

- Instructor interacts with students effectively
- Instructor engages students in the learning process
- Instructor welcomes multiple perspectives, where appropriate

**APPENDIX IV:
The External Review Process for Promotions²¹**

For promotion to Associate Professor, Professor, Librarian II or I, the candidate has the option of submitting solicited external professional peer evaluations of his or her scholarly/creative/professional work written by individuals with established reputations in the candidate's field.²²

1. Preliminary notification

On or before February 15 of the calendar year in which the faculty member intends to apply for promotion, he or she indicates an intention of seeking external peer evaluation by providing the names, titles, and affiliations of at least six potential reviewers and a list of people who the candidate wishes to omit from consideration. The list of potential reviewers should include, if possible, two or three from primarily undergraduate institutions. Such indication is to be made in writing to the chairperson of the current Department Promotion and Reappointment Committee (PRC).

2. Selection of Reviewers

- a. Anytime after receiving notice from a candidate that he or she intends to apply for promotion and intends to use external reviewers, but in no case any later than April 10, the PRC must meet with the candidate to discuss the characteristics of the reviewers and the nature of the faculty member's relationship to the reviewers.
- b. On or before April 10, the PRC responds to the candidate's list by selecting three external reviewers, including two from the candidate's list and one other appropriate reviewer to be identified by the PRC (they may be found in various ways, for example through conversation with those on the list or with a co-author of the candidate). In many cases it is preferable if at least one of the reviewers is from a primarily undergraduate institution if possible, although the candidate may indicate to the PRC that s/he prefers to have all reviews from colleagues at research universities. If the committee cannot select two names from the candidate's list, the committee solicits from the candidate an additional name for each of those rejected and makes a new selection.

3. Contacting the Reviewer

- a. Upon identification of the three reviewers, but no later than April 15, the PRC writes to determine whether these individuals will serve as reviewers.
- b. The letter to potential reviewers includes the following:²³

²¹ It is expected that this Appendix will be modified significantly after the external review process is studied by the campus community and changes to the process are formally approved.

²² Violation of these evaluation procedures may be grievable pursuant to Article VII, B.1 of the State-Union Agreement.

²³ Also see sample letter.

- (1) The name of the candidate, his or her discipline and area of scholarly/creative/professional interest, and the rank being sought.
 - (2) The charge that the reviewer analyze and evaluate critically the candidate's accomplishments and compare them to those of others in the field who are at the rank to which the candidate is applying and who work at primarily undergraduate institutions with teaching loads comparable to TCNJ. The reviewer also is charged with commenting on the candidate's potential for future development.
 - (3) The fact that the evaluation will be shared with the candidate, whether or not the candidate has waived their right to know the reviewers chosen, and that the candidate has the right to respond to the review in the promotion application.
 - (4) A deadline of August 15th for submission of the evaluation report.
 - (5) A request to respond within two weeks, indicating whether he or she is willing and qualified to serve as a reviewer. The qualification includes the reviewer's ability to compare the candidate to colleagues at primarily undergraduate institutions with teaching loads comparable to TCNJ.
- c. If a potential reviewer does not respond within two weeks or declines to serve, the name of a new potential reviewer may be supplied by the faculty member to the Department committee in the manner described above.
4. Submission to the Reviewers

The faculty member supplies the PRC with such material as he or she deems appropriate for submission to the reviewers. The faculty member receives a copy of the letter sent to the reviewers.

5. Reviewers' Evaluation Reports

Reviewers submit their reports to the chair of the Department committee on or before August 15 of the calendar year of the candidate's application. If not received by that date, the reviewer will be contacted to request immediate submission of the report. Copies of reviewers' reports shall be provided immediately to the faculty member for review and response. Should a reviewer fail to submit a report in time for the candidate to have 14 days in which to make a response prior to the PRC's meeting to make its recommendation, the committee will treat the candidate's application as complete and non-submission of the outside review will not be deemed prejudicial to the candidate.

6. Candidate's Response to the Reviewers' Reports

Within 14 days of the receipt of a reviewer's report, the candidate may respond in writing and any such response becomes part of the candidate's promotion application.

SAMPLE LETTER TO AN EXTERNAL REVIEWER

Dear -----:

Professor [name] has applied for promotion to the rank of [rank] in the Department of [Department name] at The College of New Jersey ("TCNJ"). The Department Promotion and Tenure Committee requests your evaluation of materials submitted by Professor [name] as part of the application process. While TCNJ does not offer an honorarium to external reviewers, it is our hope that you will provide us with an assessment of the candidate's scholarly/creative/professional activities as a service to the profession. Should you elect to do so, we ask that your assessment be guided by the principles outlined in this letter.

TCNJ is a highly selective, student-centered, primarily undergraduate institution dedicated to: free inquiry and open exchange in a diverse community of learners; excellence in teaching, creativity, scholarship, and citizenship; and the transformative power of education in a highly competitive institution. Because the best teachers remain devoted learners, TCNJ embraces the model of a professor as *teacher-scholar* and understands that a serious and continuing commitment to scholarship complements and enriches teaching of the first order; therefore, the College values the scholarly and creative enterprise. The College recognizes a range of scholarly projects including disciplinary research, applied research, pedagogical research, and artistic/creative expression. In keeping with the mission of the College, we also value scholarship 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.

TCNJ also expects its faculty to be excellent teachers as well. The normal teaching load of its faculty is three courses each semester, although until the 2004-2005 academic year, the normal assignment was four courses per semester. In addition, professors are responsible for all teaching responsibilities including preparation, teaching, and all grading; there are no teaching assistants. And, TCNJ relies on faculty to provide academic advising to its students.

The process of peer review is carried out within the context of a college-wide promotions process. Faculty members are expected to demonstrate accomplishments in the areas of teaching, scholarly/creative/professional activity, and service. We are, however, requesting that your review consider only the scholarly/creative/professional activity and are enclosing the sections of the College's promotions document setting out the bases and standards for evaluating the accomplishments of a candidate. We ask peer reviewers to analyze and critically evaluate the candidate's accomplishments and compare them to those of others in the field who are at the rank to which the candidate is applying and who work at primarily undergraduate institutions. Please emphasize quality over quantity and comment on the candidate's potential for future development.

If you are willing to serve as a peer reviewer, kindly let me know no later than [date]. Please be advised that at TCNJ, the assessments prepared by external peer reviewers are shared with the candidate, who, in turn, has the right to respond to the external reviews it as part of the promotion process. Finally, if you accept this invitation to professional service, we ask that your completed review be received by August 15, [year].

Thank you for your consideration.