The College of New Jersey
Board of Trustees
June 30, 2020
3:30 pm

Public Meeting Agenda

I. Announcement of Compliance
   A. *It is hereby announced and recorded that the requirements of the Open Public Meetings Act as to proper notification as to time and place of meeting have been satisfied.*

II. Motion to go into Closed Session
It is moved by _____, seconded by _____, that the Board go into closed session to discuss Faculty New Appointments – Tenure Track, Retirements – Emeritus, Reappointments to a 4th Year, Reappointments to 5th and 6th Years, Reappointments to a 6th Year, Reappointment to 7th Year and Tenure, Reappointment to 7th Year and Tenure and Promotion to Associate; Staff New Appointments – AFT, Five Year Reappointments – AFT, Retirements –Emeritus; pending litigation including: Ratarsha Willis v. TCNJ; Derrick Dixon v. TCNJ; TCNJ v. PSE&G; Jane Doe v. TCNJ; anticipated litigation and presidential evaluation, items exempt under the Open Public Meetings Act.

III. Closed Session

IV. Resumption of Public Session/Pledge of Allegiance

V. Approval of the Minutes of the May 5, 2020 Public Meeting

VI. Approval of the Minutes of the February 25, 2020 Public Meeting

VII. Swearing in of New Trustee

VIII. Report of the President

IX. Report of Board Officers

   A. Report of the Board Officers Nominating Committee

X. Report of the Trustee Member of the TSC Corporation

XI. Report of the Trustee Liaison to the New Jersey Association of State Colleges and Universities

XII. Report of the Trustee Member of the TCNJ Foundation

XIII. Report of the Trustee Member of the TCNJ Alumni Association

XIV. New Business

A. Report of the Executive Committee

1. Faculty Actions – Faculty New Appointments – Tenure Track, Retirements – Emeritus, Reappointments to a 4th Year, Reappointments to 5th and 6th Years, Reappointments to a 6th Year, Reappointment to 7th Year and Tenure, Reappointment to 7th Year and Tenure and Promotion to Associate – Attachment A

2. Staff Actions – New Appointments – AFT, Five Year Reappointments – AFT, Retirements –Emeritus – Attachment B

3. Resolution Establishing the Schedule of Public Meetings for The College of New Jersey Board of Trustees for 2020 to 2021 – Attachment C

4. Resolution Honoring Dr. Jana Gevertz for Service to The College of New Jersey Board of Trustees – Attachment D

5. Resolution Honoring Mr. Valerio Ungarini for Service to The College of New Jersey Board of Trustees – Attachment E

B. Report of the Mission Fulfillment Committee

1. Resolution of the Board of Trustees Approving the Title IX Policy – Attachment F

2. Resolution of the Board of Trustees Approving the Student Conduct Code – Attachment G

3. Resolution Approving a Dual Certification Program Early Childhood Education and Elementary Education – Attachment H

4. Resolution Approving a Bachelor of Arts in Anthropology – Attachment I

5. Resolution Rescinding the Conditional Readmission Policy – Attachment J

6. Resolution Approving a Revised Reappointment and Promotions Document – Attachment K

C. Report of the Governance Committee

D. Report of the Business and Infrastructure Committee

1. Resolution Approving Waivers of Advertising (College Business Purposes) – Attachment L

2. Resolution Approving Waivers of Advertising (Facilities and Construction) - Attachment M

3. Resolution Approving The College of New Jersey FY21 Unrestricted Current Fund Budget and Establishing Student Charges for FY 2021 – Attachment N

4. Resolution Approving Fines, Penalties and Other Charges for Faculty, Staff, Students and Visitors for Academic Year 2020-2021 – Attachment O

E. Report of the Audit, Risk Management and Compliance Committee

1. Resolution Approving Waivers of Advertising for College Business Purposes – Attachment P

XV. Adjournment

Be It Resolved: That the next public meeting of The College of New Jersey Board of Trustees will be held on Tuesday, October 27, 2020 at a time and location to be announced.

Be It Further Resolved: That this meeting be adjourned.

New Appointments – Faculty – Tenure Track

Uddipan Das	Assistant Professor Computer Science Effective: August 1, 2020 - June 30, 2023
Alexis Mraz	Assistant Professor Public Health Effective: August 1, 2020 – June 30, 2023
Natasha Patterson	Assistant Professor Public Health Effective: August 1, 2020 - June 30, 2023
Matthew Lawrence	Assistant Professor Communication Studies Effective: August 1, 2020 - June 30, 2023

Retirements – Faculty Emeritus

Robert McMahan	Music July 1, 2020
Gary Woodward	Communication Studies July 1, 2020
Kenneth Kaplowitz	Art and Art History July 1, 2020

Reappointments – Faculty

Reappointments to a 4th Year

Mary Cannito-Coville	Criminology and African American Studies
Eric Laprade	Music
Yolanda Nelson	Nursing
Adaurennaya Onyewuenyi	Psychology
Zaara Sarwar	Biology
Sharif Mohammad Shahnewaz Ferdous	Computer Science
Nathaniel Sharadin	Philosphy, Religion and Classical Studies
Ting Sun	Accounting
Ann Warner-Ault	World Languages and Cultures
Dara Whalen	Nursing

Reappointments to 5th and 6th years

Nicholas Battista	Mathematics and Statistics
Dina Boero	History
Rebecca Bushby	Library
Marina De Souza	Public Health
Lauren Foxworth	Special Education Language and Literacy
Alexander Garlick	Political Science
Xu Han	Management
Aniefre Inyang	Marketing and Interdisciplinary Business
Jinsil Kim	Management
Matthew Mizuhara	Mathematics and Statistics
Marchelo Vera	Art and Art History Biology

Melkamu Woldemariam	

Reappointments to a 6th year

Greer Burroughs	Elementary and Early Childhood Education
Tanner Huffman	Integrative STEM Education

Reappointment to 7th Year and Tenure

David Murray	Library

Reappointment to 7th Year and Tenure and Promotion to Associate

Zakiya Adair	Women's, Gender, and Sexuality Studies/ African American Studies
Mekala Audain	History
Richard Baker	Economics
Jared Beatrice	Sociology and Anthropology
Laura Bruno	Health and Exercise Science
Angela Capece	Physics
Jonathan Davis	Educational Administration and Secondary Education
Joshua Fishburn	Interactive Multimedia
Leigh-Anne Francis	Women's, Gender, and Sexuality Studies
Craig Hollander	History
Tae-Nyun Kim	Finance
MinSoo Kim-Bossard	Elementary and Early Childhood Education
Anthony Lau	Biomedical Engineering
Sarah Monaco	Special Education Language and Literacy
Lauren Shallish	Special Education Language and Literacy
Aimee Stahl	Psychology

New Appointments - AFT Staff

Tyese Medford	Professional Services Specialist 4 Residential Education & Housing Effective: April 6, 2020

Five Year Reappointments (Effective July 1, 2021 to June 30, 2026) - AFT Staff

Norma Brown	Professional Services Specialist 1 Nursing
John D'Amico	Professional Services Specialist 2 Enterprise Infrastructure
Michael Dennis	Professional Services Specialist 2 Student Financial Assistance
Emily Dodd	Assistant Director 3 Comm, Marketing & Brand Mgmt
Diane Gruenberg	Assistant Director 1 Tutoring Center
Paula Rainey	Professional Services Specialist 4 Library

Retirements- Staff Emeritus

Gregory Pogue	Office of Human Resources Effective: July 1, 2020
Steven Schreiner	School of Engineering Effective: July 1, 2020

Resolution Establishing the Schedule of Public Meetings for The College of New Jersey Board of Trustees 2020 to 2021

Whereas: The New Jersey Open Public Meetings Law, N.J.S.A. 10:4-6 requires that all public bodies publish the dates on which they will meet; and

Whereas: The College of New Jersey Board of Trustees is a public body within the definition of this law.

Therefore, Be It Resolved: That The College of New Jersey Board of Trustees establishes the following meeting dates in 2020 - 2021 and directs that this schedule be sent to the Secretary of State for posting and to the press for publication in conformance with the requirements of law.

Meeting Dates 2020 - 2021

Tuesday, October 27, 2020
Tuesday, December 1, 2020
Tuesday, February 23, 2021
Tuesday, April 27, 2021 – Annual Tuition Hearing
Tuesday, June 29, 2021

June 30, 2020

Resolution Honoring
Dr. Jana Gevertz
For Service to
The College of New Jersey
Board of Trustees

Whereas: Dr. Jana Gevertz has provided invaluable service as a Faculty Representative to The College of New Jersey Board of Trustees since October 2016; and

Whereas: Throughout her term, Dr. Gevertz has served as an esteemed Faculty Representative to the Board, providing guidance and expertise to the Trustees and the College's administration while serving as a member of the Mission Fulfillment and Business & Infrastructure Committees; and

Whereas: Dr. Gevertz also serves the college as a Professor in the Department of Mathematics and Statistics. She received her undergraduate degree in Mathematics, with a minor in Biology, from Rutgers University and a PhD in Applied and Computational Mathematics from Princeton University; and

Whereas: Dr. Gevertz' research interests focus on understanding how mathematics can help us better understand problems in biology. Specifically, she has conducted research and published on predicting the growth of cancer and how it responds to a variety of treatment protocols. She has over twenty publications on these and related topics; and

Whereas: Most recently, Dr. Gevertz has conducted valuable research on the COVID-19 pandemic. She graciously applied this knowledge as a member of the college's Readiness Task Forces sharing her expertise on matters of health and safety; and

Whereas: Dr. Gevertz is passionate about undergraduate mathematics education, undergraduate research, and the professional development of junior faculty. From 2014 to 2018, she co-directed NJ-NExT, the New Jersey section of a national professional development program that promotes the career development of new math faculty in the state. She has also served as the research mentor for seventeen TCNJ undergraduates.

Therefore,
Be It Resolved: That The College of New Jersey Board of Trustees extends its appreciation to Dr. Gevertz for her years of service as a Faculty Representative to The College of New Jersey Board of Trustees and thanks her for her continued support of the College.

June 30, 2020

Resolution Honoring
Mr. Valerio Ungarini
For Service to
The College of New Jersey
Board of Trustees

Whereas: Mr. Valerio Ungarini has provided invaluable service as a Staff Representative to The College of New Jersey Board of Trustees since October 2018; and

Whereas: Throughout his tenure, Mr. Ungarini has been an valued representative to the Board, providing guidance and sharing his perspective and experiences with the Trustees and the College's administration; and

Whereas: Mr. Ungarini participated as a member of the Mission Fulfillment Committee; and

Whereas: Mr. Ungarini currently serves as Operations Manager for Building Services where he manages a staff of 100 employees, and also serves as a Shop Steward for the college's local CWA; and

Whereas: As a Senator for the Staff Senate, Mr. Ungarini represents the interests of his colleagues across the institution and within the college's governance structure. Serving as a member of the Athletic Advisory and Facility/Construction Planning Committees, Mr. Ungarini shares his facility expertise to enhance the work of governance and the members of the community; and

Whereas: Mr. Ungarini has generously given his time to attend, participate and support a wide variety of college-wide ceremonies, student activities and presentations throughout his time on the Board.

Therefore,
Be It Resolved: That The College of New Jersey Board of Trustees extends its appreciation to Mr. Valerio Ungarini for his years of service as a Staff Representative to The College of New Jersey Board of Trustees and thanks him for his continued support of the College.

June 30, 2020

The College of New Jersey
Resolution of the Board of Trustees Approving the Title IX Policy

Whereas: The College of New Jersey, in order to fulfill its mission, has the authority and responsibility to maintain order, protect the community and the rights of its members, and cultivate and sustain a positive living and learning environment; and

Whereas: The *Title IX Policy,* established in 2016 and last approved in 2019, is to be reviewed in accordance with federal and state policies and that any substantive changes will be reviewed in accordance with applicable governance policy and procedures; and

Whereas: Evolving case law informing best practices around student conduct cases involving Title IX and other issues suggest to secure fundamentally fair procedural standards, changes to procedural standards in both the *Title IX Policy* and *Student Conduct Code* are necessary to secure the best interest of the College and our students,

Whereas: The proposed changes to the *Title IX Policy* have been developed under direction of the Vice President for Student Affairs, in collaboration with the Office of General Counsel, reviewed by CSCC in which feedback was collected and incorporated from the community, and is the result of a comprehensive review; now

Therefore,
Be It Resolved: That on July 9, 2020 the Board of Trustees of The College of New Jersey hereby approves the attached *Title IX Policy* for implementation upon approval.

June 30, 2020

Section:	XI.1.19	
Title:	Title IX Policy	
Effective Date:	July 9, 2019	
Approved By:	Board of Trustees	
Responsible Unit:	Division of Student Affairs (609) 771-2201, sa@tcnj.edu	
Related Documents:	• Student Conduct Code • Policy Prohibiting Discrimination in the Workplace/ Educational Environment • Procedures for Internal Complaints Alleging Discrimination in the Workplace/ Educational Environment	
History:		
Version	Date	Notes
5.0		
~~4.0~~	July 9, 2019	Interim Approval by The Board of Trustees
3.0	July 10, 2018	Revisions approved by The Board of Trustees
2.0	October 24, 2017	Revisions approved by The Board of Trustees
1.0	July 5, 2016	New policy; Initial release

I. INTRODUCTION

The Title IX *Policy* ("Policy") prohibits sexual assault, dating and domestic violence, sexual harassment, stalking and other gender based discrimination and harassment.

The College of New Jersey ("TCNJ" or the "College"), as an institution of higher education and a community dedicated to learning and the advancement of knowledge, expects and requires the behavior of Students, faculty, and staff to be compatible with its high standards of conduct. For the College, this means a firm institutional commitment to protect the community and the rights of its members, and to cultivate and sustain a positive living and learning environment. Thus, sexual harassment, including misconduct such as physical sexual misconduct, domestic or dating violence, and stalking (collectively, "Sexual Violence") will not be tolerated.

Title IX of the Education Amendments of 1972 ("Title IX") and its implementing regulations protects people from discrimination based on sex in education programs or activities. Title IX states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The U.S. Department of Education's Office for Civil Rights ("OCR") enforces compliance with Title IX and emphasizes the importance of providing an educational

environment free from discrimination. The College prohibits any such unlawful discrimination. Therefore, any acts of Sexual Violence against an individual[1] (whether Student, faculty or staff) constitutes such discrimination and in some cases may be a crime.

Individuals who have been subjected to Sexual Violence are strongly urged to promptly report such incidents. The College will respond promptly to all reports of Sexual Violence. The College will provide a fair and impartial investigation and resolution and, where appropriate, issue interim/remedial measures and/or sanctions. The severity of the corrective action, up to and including termination or expulsion of the party found in-violation, will depend on the circumstances of the particular case. Any person who is classified as a "Responsible Employee" by the College, (*link to list of Responsible Employees*) and who learns of an incident of Sexual Violence must make a report to the Title IX Coordinator. Retaliation against anyone who makes a report of Sexual Violence or cooperates in an investigation of Sexual Violence is prohibited by College *Policy* as well as Title IX and other state and federal laws.

II. DEFINITIONS

"**Advisor**" is a person who is present throughout any meetings, investigation preparations, hearing proceedings, and/or any appeal process to provide support and/or assistance to an individual. Individuals may be accompanied by one advisor provided that the involvement of the advisor does not result in an undue delay of the process. It is the responsibility of the individual to coordinate scheduling with their Advisor for any meetings and/or proceedings. The Advisor may not participate directly in any process or represent any person involved; nor can an advisor speak, write, or otherwise communicate with an Investigator, conduct administrator, Hearing Administrator, or appeal reviewer on behalf of the individual they are advising. Advisors may not engage in behavior or advocacy that harasses, abuses, or intimidates either Reporting or Responding party, a witness, or individuals involved in resolving the complaint. Advisors who do not abide by these guidelines may be excluded from the process.

The Advisor may be any person of the individual's choosing; however, an Advisor may not also serve as a witness in the same matter. The Advisor may be an attorney but the Advisor is still limited to the supportive and non-participatory role described above. An Investigator or Hearing Administrator may also be accompanied by an Advisor, which may include a representative from the Office of General Counsel, who may participate only in a manner to ensure procedural standards are upheld, but that does not disrupt the overall proceeding. Any cost associated with the participation of an Advisor is the responsibility of the individual.

[1] Note, any reference in the *Title IX Policy* to a person or role in the policy or process is intentionally gender neutral to reflect the College's commitment to an inclusive policy.

"AVP" is an Assistant or Associate Vice President (including those serving in an interim or acting role) or a designee appointed by the Vice President of Students Affairs (VPSA).

"College" means The College of New Jersey.

"Communication" includes, but is not limited to, contact through the use of the Internet, social networking sites, email, voicemail, text message, written message, and telephone, as well as in person.

"Drug" refers to a chemical substance, especially one prescribed by a physician that is used in the diagnosis, treatment, or prevention of a condition or disease. A Drug is also a chemical substance, such as a narcotic, that affects the central nervous system and is used recreationally for perceived desirable effects on personality, perception, or behavior. Drugs purchased without a prescription may include headache medicines, cough syrups, and similar mild medications, and can be purchased at virtually any pharmacy or retail store. For purposes of this *Policy*, the term "Drug" also includes any other chemical substance, compound or combination when used to induce an altered state, and any otherwise lawfully available product when used for any purpose other than its intended use when such use may cause harm to oneself or others.

"Effective Consent" is informed, freely and actively given mutually understandable words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. A person may be unable to give Effective Consent when they are unable to consent due to their age, or because the person is physically helpless, mentally Incapacitated, or Incapacitated from alcohol or other Drugs.

- Effective Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Effective Consent is required regardless of whether the person initiating the act is under the influence of Drugs and/or alcohol.
- Effective Consent may be initially given but withdrawn at any time.

Effective Consent cannot be given when it is the result of intimidation, force, or threat of Harm. When Effective Consent is withdrawn or can no longer be given, sexual activity must stop immediately**.**

"Harm" creates an intimidating or Hostile Environment by substantially interfering with a Student's education, or by materially impairing the academic pursuits, employment or participation of any person or group in the College community, or by severely or pervasively causing physical or emotional Harm to the Student or other member of the College community.

"Hearing Administrator" includes any person hired and/or trained by the College who is designated by the Office of Student Conduct and/or the Office of Title IX to conduct Title IX formal administrative hearings.

"Hostile Environment" is defined as an environment that, through one or more incidents of harassing conduct (e.g., physical, verbal, graphic or written) based on a person's Protected Category becomes sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of a reasonable individual to participate in or benefit from a College program or activity.

"Incapacitated" is a state in which a person lacks the capacity to understand the fact that a situation is sexual, or cannot understand or make a rational and reasonable judgment about the nature and/or extent of a situation (the "who, what, when, where, why and how" of the sexual interaction). A person who knows or should reasonably know that another person is incapacitated may not engage in sexual activity with that person.

Persons who meet any of the following criteria or conditions are incapacitated: (i) sleeping; (ii) passed out or otherwise unconscious; (iii) under the age of consent or under a certain age in relation to the other party to the sexual activity (both of which are matters of state law); or (iv) due to a disability, do not have the mental capacity to consent.

A person who does not meet any of those criteria or conditions for incapacity may become incapacitated through the use of alcohol or Drugs. Such a person's state of incapacity is a subjective determination that is based on all of the facts available because persons reach incapacitation at different points and as a result of different stimuli.

Alcohol related incapacity results from a level of alcohol ingestion that is more severe than that required to produce the minimum levels of influence, impairment, intoxication, inebriation, or drunkenness. Factors that can influence a person's status include gender, body size and composition; tolerance for alcohol and other Drugs; amount and type of alcohol or other Drugs taken or administered, and the mixture taken; amount of food intake prior to ingestion; propensity for blacking out; genetics; and time elapsed since the ingestion of the alcohol or Drugs.

The effects of alcohol and Drug use often occur along a continuum. For example, alcohol intoxication can result in a broad range of effects, from relaxation and lowered inhibition to euphoria and memory impairment, and to disorientation and incapacitation. Incapacitation due to alcohol or drug use is a state beyond "mere" intoxication or even being drunk. It exists when a person lacks the ability to make or act on a considered decision to engage in sexual activity. Indicators of incapacitation may

include inability to communicate, lack of control over physical movements, and/or lack of awareness of circumstances. An incapacitated person can also experience a blackout state during which the person is conscious, but has limited ability to form or retain memories, and may exhibit verbal or non-verbal (e.g., a nod) expressions that under normal circumstances between two individuals acting with full capacity might reasonably be interpreted as conveying consent. Because that person does not have the capacity to consent, despite those expressions, consent is lacking. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication due to alcohol and/or Drug use. The relevant standard that will be applied is whether the Respondent knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

Some medical conditions may also cause incapacitation. Incapacity can result from factors including, but not limited to mental disability, involuntary physical restraint, or the administration of substances.

"Intimate Body Parts" includes the following: sexual organs, genital areas, anal area, inner thigh, groin, buttock, or breast of a person.

"Prohibited Conduct" defined in Section III, Part H.

"Protected Category" collectively refers to one or more of the following categories: age, race, creed, color, national origin, nationality, ancestry, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

Abusive or harassing conduct directed at a person or group *because of* actual or perceived membership in a Protected Category (sometimes generally known as "bias incident(s)", "bias crime(s)", or "hate crime(s)") may result in an enhanced sanction.

"Reasonable Accommodations" are adjustments or modifications made in a system or process to ensure accessibility for individuals with disabilities. Reasonable accommodations are determined by the Accessibility Resource Center (ARC) on a case-by-case basis.

"Reporter" is the person who is alleged to have experienced an act of Prohibited Conduct defined within the *Title IX Policy*. Please note that while non-students may report a Student to the Office of Title IX, *Procedural Standards* may not apply to non-student Reporters.

"Respondent" is the person who is subject to an investigation, procedural requirements including proceedings, remedial measures, and/or sanctions as a result of information filed in a report, determined through an investigation, and/or conduct or Title IX proceeding.

"Responsible Employee" defined in Section III, Part C.

"Sexual Contact" is an intentional touching by a person, either directly or through clothing, of another's Intimate Body Parts for the purpose of degrading or humiliating another or sexually arousing or sexually gratifying the actor.

"Sexual Penetration" includes vaginal intercourse, cunnilingus, fellatio, or anal intercourse between persons or insertion of the hand, finger, or object into the anus or vagina either by the actor or upon the actor's instruction.

"**Sexual Violence**" the collective term used to describe all forms of physical sexual misconduct (sexual assault), dating/domestic violence, stalking, and sexual harassment.

"Stalking Behavior" means repeatedly maintaining a visual or physical proximity to a person; following, monitoring, observing, surveilling, threatening, or communicating to or about a person directly or through third parties, by any action, method, device, or means; interfering with a person's property; repeatedly committing harassment against a person; or repeatedly conveying, or causing to be conveyed, verbal or written threats or threats conveyed by any other means of Communication or threats implied by conduct or a combination thereof directed at or toward a person.

"Student" or "Students" includes all persons who accept an offer of admission to the College, register for credit bearing courses or maintain matriculation in a degree or certificate program at the College, either full time or part time, degree or non-degree seeking, and have an academic record with Primary Academic Web Services (PAWS), the College's records and registration system. The status of other individuals who participate in College-sponsored or recognized programs will be determined solely at the discretion of the Title IX Coordinator or Director of Student Conduct.

"Third Party" includes individuals who are neither Students nor Employees, including but not limited to contractors, guests, and consultants.

"Title IX Coordinator" is the Title IX Coordinator (including those serving in an interim or acting role) or a designee appointed by the Vice President of Student Affairs.

"VPSA" is the Vice President of Student Affairs (including those serving in an interim or acting role) or a designee appointed by the President.

"Weapon" includes any item that is designed in appearance or function to resemble a firearm, cause Harm, and/or invoke fear or intimidation. Weapons include, but are not limited to, knives, brass knuckles, swords, slingshots, or any other item when used to Harm or intimidate another.

III. POLICY

A. Scope of the Policy

This *Policy* applies to all members of the College community, including Students, faculty, and staff. It also applies to contractors and other third parties within the College's control. This *Policy* applies to sexual misconduct, Sexual Violence and discrimination based on sex:

- That occurs on College premises, in any College facility, or on College property; or
- That occurs at a College sponsored, recognized, or approved program or activity, regardless of location; or
- That impedes equal access to any College education program or activity or that creates a Hostile Environment which impacts the education or employment of a member of the College community regardless of where the conduct occurred; or
- That otherwise threatens the health and/or safety of a member of the College community.

B. Title IX Coordinator

The College's Title IX Coordinator will oversee the College's review, investigation, and resolution of Title IX reports to ensure the College's compliance with Title IX, and related laws and guidance, and the effective implementation of this *Policy*. The Title IX Coordinator will have adequate training on what constitutes sexual harassment, including Sexual Violence.

The Title IX Coordinator and/or EEO Officer generally are:

- Responsible for oversight of the investigation and resolution of all reports of sexual harassment, sexual assault, stalking, and domestic and dating violence involving Students, staff, and faculty;
- Knowledgeable and trained in applicable College policies and procedures, and relevant state and federal laws;
- Available to advise any individual, including a Reporter, a Respondent, or a Third Party, about the courses of action available at the College, both informally and formally;

- Available to provide assistance to any College Employee regarding how to respond appropriately to a report of sexual harassment including Sexual Violence;
- Responsible for monitoring compliance with all procedural requirements, record-keeping, and timeframes outlined in this *Policy*; and
- Responsible for overseeing training, and any reviews of campus climate and culture regarding Sexual Violence.

Title IX Coordinator Contact Information (http://titleix.tcnj.edu/)

Brower Student Center
609-771-3112
titleix@tcnj.edu

C. Obligation of Responsible Employees

The College designates certain Employees who have administrative or supervisory responsibilities on campus as Responsible Employees. This includes, for example, members of the Board of Trustees, the President, Vice Presidents, Deans, Directors, Coaches, Student Affairs professionals (including Community Advisors), and Advisors to Student groups. This does not include professional staff in MHS, AVI, ADEP, or TCNJ Center for Integrated Wellness (CIW) when information is disclosed through a clinical relationship. A list of Responsible Employees can be found on the Title IX website: https://titleix.tcnj.edu/responsible-employee/.

Responsible Employees will endeavor to honor a Reporter's request for confidentiality, but must report any incident of sexual harassment including Sexual Violence to the Title IX Coordinator and so inform the Reporter.[2] The Responsible Employee shall promptly share all details about a report of Prohibited Conduct including the known details of the incident (e.g., date, time, location), the names of the parties involved, a brief description of the incident and if the incident has been previously reported with the Title IX Coordinator by telephone, by email, or through the Online Reporting System at: https://tcnj-advocate.symplicity.com/public_report/index.php/pid272784. Such reporting ensures timely support for all parties and enables an effective and consistent institutional response.

D. Annual Security Report/Crime Statistics

The College issues the Annual Security Report (ASR) in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. It is the policy of TCNJ to ensure our campus community is informed of all incidents that may impact their safety and security. The campus community is encouraged to report all crimes, whether actual, attempted, or suspected, and all emergency situations to the

[2] Supervisors are required to report incidents of sexual harassment including Sexual Violence according to the TCNJ Policy *Prohibiting Discrimination in the Workplace/Educational Environment*.

Office of Campus Police Services. All campus security authorities[3] are required to report this information to Campus Police Services within 24 hours of being notified.

The College compiles and discloses statistics of reports of the types of crimes specified in the Clery Act for the campus and immediately adjacent areas. In addition, the College publishes an annual report to the Department of Education with statistics of Clery Crimes for the last three years, along with other policy statements addressing campus security and safety.

It is important to know that a formal police report or investigation is not needed in order for a crime to be included in the crime statistics provided in this report. Campus Police Services does not collect victim information unless specifically authorized by the Reporter or directly reported from the Reporter to law enforcement.

E. Rights of the Reporter and the Respondent

The rights of the Reporter and Respondent in a Sexual Violence proceeding include:

- To have access to applicable College policies and procedures and to be informed of the nature of all charges connected with the allegations of the Reporter.
- To be treated with due respect by College officials.
- To have an Advisor present during any proceeding, investigation meeting, or related meeting. The role of the Advisor will be limited to being present only; the Advisor will not be allowed to speak during any College Sexual Violence proceeding, investigation meeting, or related meeting.
- Adequate, reliable, and impartial investigation and appropriate resolution of all reports of Sexual Violence.
- To be informed by the College of options to notify Campus Police Services and/or local law enforcement, and the option to be assisted by Campus Police Services in notifying other law enforcement, if the individual chooses.
- To be notified of available counseling, mental health, academic, legal and other support services, both at the College and in the community.
- To have allegations investigated by individuals who are properly trained to investigate and resolve allegations of Sexual Violence.
- Equitable participation in the investigation process, including the opportunity to identify witnesses and other appropriate evidence.
- The right to appeal as set forth in these procedures.

F. Training

[3] Campus security authorities are represented by, but not limited to the following offices: Vice President for Administration, Provost/Vice President for Academic Affairs, Vice President for Human Resources, Vice President for Student Affairs, Residential Education and Housing, Accessibility Resource Center (ARC), Student Health Services, Athletics, and Alcohol and other Drug Education Program (ADEP).

The College of New Jersey will provide Students and Employees with information regarding the prevention of Sexual Violence and the procedure to be followed in filing complaints. Every incoming Student is required to complete online training regarding Sexual Violence, prevention and intervention, and how to report incidents of Sexual Violence. The College of New Jersey will provide all new Employees with training on this *Policy* and the related Procedures within a reasonable period of time after each new Employee's appointment date. Refresher training shall be provided to all Employees, including supervisors, within a reasonable period of time. The College will also provide supervisors with training on a regular basis regarding their obligations and duties under this *Policy* and the related Procedures. All College Investigators will participate in annual training on investigation techniques to ensure compliance with federal laws and guidelines.

G. Prevention and Education

Prevention strategies employed by the College include training that focuses on instilling a sense of responsibility in our community members to act when witnessing Harmful behavior. This training offered both in person and online, builds confidence and critical skills in our community members to be able to engage in safe intervention strategies for addressing situations. For additional information on prevention and education see Anti Violence Initiatives website at oavi.tcnj.edu and Title IX website at titleix.tcnj.edu.

H. Prohibited Conduct

This *Policy* prohibits the following conduct:

1. **Sexual Harassment**
   a. Conduct of a sexual nature or based on gender or sexuality that is severe or pervasive enough to create a Hostile Environment as defined by a reasonable person under similar circumstances. This may include unwanted, unwelcome, or inappropriate sexual or gender-based activities, or comments.
   b. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made a condition of the conferral of any benefit, or rejection of such advance, request, or conduct implies that a person will suffer adverse consequences from another person in an express or implied position of authority.
   c. Third Party Harassment. This *Policy* also applies to Third Party harassment. Third Party harassment is unwelcome behavior involving any of the Protected Categories that is not directed at an individual but exists in the workplace/educational environment and interferes with an individual's ability to do their job as an employee or a Student or to participate in or benefit from a college program or activity. Third Party harassment based upon any of the aforementioned Protected Categories is prohibited by this *Policy*.

2. **Physical Sexual Misconduct (commonly referred to as "Sexual Assault")**

a. Any Sexual Penetration, however slight, of a person without that person's Effective Consent.
b. Any intentional, non-consensual Sexual Contact with an Intimate Body Part of another, or forcing another to have Sexual Contact with an Intimate Body Part of oneself or another, with any object or body part, or any disrobing of another without Effective Consent.
c. "Stealthing" which involves intentionally removing a condom without the other person's consent during sexual activity.
d. Knowingly transmitting a sexually transmitted disease or infection to another person through sexual activity.

3. **Stalking**
   a. Purposefully or knowingly engaging in a Stalking Behavior directed at a specific person that would cause a reasonable person to fear for their safety or the safety of a third person, or suffer other emotional distress. Such Stalking Behavior include but are not limited to alarming conduct, following a specific person or otherwise communicating with a person repeatedly in a manner likely to cause fear for safety, or seriously annoy a reasonable person under similar circumstances.

4. **Dating or Domestic Violence (As listed under Physical Abuse in the *Student Conduct Code*)**
   a. Any action, statement, or use of force against a person where a previous or current personal, intimate, or special relationship exists (defined by marriage, civil union, dating, family membership, or co-habitation) which includes physical, sexual, emotional, economic, and/or psychological actions or threats of actions that a reasonable person in similar circumstances and with similar identities would find intimidating, terrorizing, or threatening. Such behaviors may include threats of violence to one's self or one's family member.

      Abusive or harassing conduct directed at a person or group *because of* actual or perceived membership in a Protected Category (sometimes generally known as "bias incident(s)", "bias crime(s)", or "hate crime(s)") may result in an enhanced sanction.

5. **Bullying, Intimidation, and Harassment**
   a. Engaging in conduct, including any gesture, written, verbal or physical act, or any electronic Communication (which includes e-mails, text messages, and Internet postings on web-sites or other social media), that is directed at a person(s); that is so severe or pervasive and objectively offensive that it substantially disrupts or interferes with the orderly operation of the College or the rights of any Student or other member of the College community; and that:

i. involves intimidation or threats to another person's safety, rights of personal privacy and property, academic pursuits, College employment, or participation in activities sponsored by the College or organizations or groups related to the College; or
ii. a reasonable person should know, under the circumstances, will have the effect of insulting or demeaning any person or group; or
iii. creates an intimidating or Hostile Environment by substantially interfering with a Student's education, or by materially impairing the academic pursuits, employment or participation of any person or group in the College community, or by severely or pervasively causing physical or emotional Harm to the Student or other member of the College community; or
iv. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally Harming a Student or other person or damaging the person's property or placing the person in reasonable fear of physical or emotional Harm to their person, or to any member of that person's family or household, or of damage to the persons' property.

b. Any attempt to intimidate, threaten, or unduly influence another person with the purpose to discourage cooperation or truthful participation in a Title IX matter, investigation, or proceeding. This may also include the intentional violation of no contact directives or interim measures implemented by the College in response to an open investigation or proceeding.

Abusive or harassing conduct directed at a person or group *because of* actual or perceived membership in a Protected Category (sometimes generally known as "bias incident(s)", "bias crime(s)", or "hate crime(s)") may result in an enhanced sanction.

6. **Invasion of Privacy including Sexual Exploitation**
   a. Unauthorized making of an explicit or objectively offensive recording (including but not limited to photographs, video, and/or audio) of another person.
   b. Unauthorized display, publication, transmission, or other dissemination (including via the Internet) of explicit or objectively offensive recordings (including but not limited to photographs, video, and/or audio) of another person. Consent to be recorded does not imply consent for such records to be displayed, published, transmitted, or otherwise disseminated.
   c. Unauthorized intrusion upon a person's private property or Communications.
   d. Unauthorized appropriation and/or use of someone's identifying or personal data or documents.
   e. An act or acts committed through abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or other non-legitimate purpose without the Effective Consent of the person.

7. **Obscene or Indecent Behavior**
   a. Exposure of one's sexual organs or the display of sexual behavior or contact that would reasonably be offensive to others or be observed by any other non-consenting persons who would be affronted or alarmed.
   b. Trespassing, spying, or eavesdropping for sexual arousal.

8. **Aiding or Assisting**
   a. Aiding or assisting another to violate the *Title IX Policy*, or acting in any way to further a violation of the *Title IX Policy*. Students may be held accountable for the actions of their non-TCNJ guest.

9. **Retaliation**
   a. This *Policy* prohibits retaliation against any Student, faculty, or staff member who in good faith alleges that they were the victim of Sexual Violence, harassment, or discrimination, or provides information in the course of any part of the Title IX process; or is accused of violating Prohibited Conduct. No Employee or Student who in good faith files a report, provides information for an investigation, or testifies in any proceeding under this *Policy* shall be subjected to adverse employment or educational consequences based upon such involvement or be the subject of retaliation. For information regarding examples of retaliation in the workplace please refer to *The Policy Prohibiting Discrimination in the Workplace/Educational Environment.*

      For information regarding retaliation prohibited by the *Student Conduct Code* please refer to section *II. Definitions, U. Retaliation.*

10. **Compliance with Directives**
   a. Failure to comply with a duly issued directive by an authorized College Official or law enforcement officer. A directive may be considered any written or verbal mandate.
   b. Failures to correctly identify oneself at all times and present this information upon request by a College Official or law enforcement officer.
   c. Failure to fully satisfy all the components outlined within the signed alternative resolution agreement in the designated timeframe.

11. **Personal Integrity**
   a. Falsifying, or being party to the falsification, of any official College identification card, record (e.g. oral or written communication), or document.
   b. Possession, use, manufacture, or sale of a falsified identification card, document, or record.
   c. Intentionally making or providing a misleading and/or false statement, information, or report regarding Prohibited Conduct to a College Official. Making

a good faith report of sexual misconduct that is not substantiated or proven by a preponderance of the evidence is not considered a false statement.

I. Amnesty

The College's highest priority is the physical and mental health, safety, and well-being of individual Students and the campus community. An element of promoting safety is providing clear, responsible methods of reporting and addressing incidents of Sexual Violence. Therefore, in order to remove potential barriers to reporting Sexual Violence, the College may not charge a Student with violating any Prohibited Conduct or Violation of Expectations for Student Conduct (*Student Conduct Code*) regarding alcohol or other Drugs if that Student reports such conduct within a complaint of possible Sexual Violence.

Recognized Student Organizations may qualify for amnesty if a member(s) of that organization reports Prohibited Conduct to the Office of Title IX in good faith and within a reasonable timeframe of learning about the alleged behavior.

IV. PROCEDURAL STANDARDS

A. Reporting Prohibited Conduct

All Students, faculty, staff, and Third Parties may report Prohibited Conduct to any one or more of the following: Campus Police Services, Title IX Coordinator, or EEO Officer. These reporting options are not mutually exclusive. Reporting parties may simultaneously pursue a criminal investigation and College disciplinary process. The College will support Reporters in understanding and assessing their reporting options.

Preservation of Evidence: The College recognizes that making the decision to report Prohibited Conduct often takes time. Nevertheless, pending the decision to report, reporting parties are strongly encouraged to take immediate steps to preserve all evidence that is relevant to a future report of Prohibited Conduct, a Protective Order, or an investigation by law enforcement, by the College, or both. If interested in a criminal investigation or College disciplinary process all Reporters are encouraged to contact Campus Police Services to collect relevant evidence which may include the following:

- A forensic sexual assault examination (within five days). Campus Police Services, if requested, will transport the Reporter to the local hospital;
- Tests for alcohol and other Drug levels (for use in determining capacity for Effective Consent);
- Any clothing, sheets or other materials (items containing bodily fluids should be stored in cardboard boxes or paper bags);
- Electronic exchanges (e.g., text messages, emails, and Facebook, Instagram, Snapchat or other social media posts, to the extent that they can be captured or preserved);

- Photographs (including photographs stored on smartphones and other devices); and
- Voicemail messages and other physical, documentary and/or electronic data that might be helpful or relevant in an investigation. Electronic and photographic evidence may be lost through the upgrade or replacement of equipment (including smartphones), software and/or accounts or may simply be lost to the passage of time.

The collection of any of the information above from Campus Police Services does not start a criminal investigation without the active and willing participation of the Reporter.

1. **Reporting to Campus Police Services (Criminal Process)**

In all cases of possible Sexual Violence, individuals are also encouraged to promptly file a report by contacting Campus Police Services.

Campus Police Services
(609) 771-2345 or 911
Administrative Services Building, room 104
tcnjpd.tcnj.edu

The College maintains its own police department, providing law enforcement and security services 24 hours, 7 days a week. Campus Police Services promotes an effective investigation and criminal prosecution, provides Reporters and their families with guidance and support through the criminal process, and educates the campus community on the prevention of Sexual Violence.

When reporting an incident of Sexual Violence to Campus Police Services, the Reporter has control over their involvement in the criminal process. Campus Police Services ensures that all Reporters have a voice in their process and they will treat all persons with equal care, respect, and dignity and will to the best of their ability, preserve the privacy of all persons involved.

2. **Protective Orders**

Where Prohibited Conduct is reported to the Police, it may be possible to obtain a court-ordered emergency or preliminary protective order. These protective orders may be issued if the judge or magistrate believes that there is an immediate threat to health or safety of the Reporter. Later, after a full hearing, the court may agree to issue a "permanent" protective order in appropriate cases. "Protective orders" are separate and distinct from "No Contact Directives" issued specifically by the College. Protective orders may be obtained only from a court of law and are enforceable anywhere in the United States; their violation may result in criminal charges. In contrast, no-contact directives may be obtained from the Office of Title IX or Office of Student Conduct and are enforceable through the College. The Office of Student Conduct or the Office of Title IX can arrange and/or attend a meeting with Campus

Police Services, who can explain the process for seeking a protective order and can escort a Student, faculty, or staff member to the appropriate office in order to initiate a petition seeking a protective order.

3. **Joint Investigation**

An investigation conducted by Campus Police Services is a separate investigation from the Title IX investigation. These investigations may proceed on parallel paths and involve different legal obligations under federal or state law.

Campus Police Services and Student Affairs will work cooperatively to ensure that the Reporter's allegation of Sexual Violence is treated seriously and that they are treated with dignity. Their collaboration is essential to a sensitive investigation which requires obtaining, securing, and maintaining information for a potential criminal prosecution and/or Title IX investigation.

Campus Police Services and Student Affairs will advise all Reporters of any sexual crime or misconduct of existing medical, counseling, mental health, and support services. The Reporter will promptly be advised that it is his/her right to have any allegation of Sexual Violence investigated by Campus Police Services. There will be full and prompt cooperation and assistance of campus authorities in notifying Campus Police Services. This will be in addition to any campus disciplinary proceedings which may take place. The Reporter will be advised of the outcome of any criminal or disciplinary proceeding which may take place.

Campus Police Services and Student Affairs will work cooperatively to take reasonable and necessary action to prevent further unwanted contact of Reporters and Respondents including notifying the Reporter of options for no contact directives, housing re-location, and other remedial measures deemed appropriate and reasonable. Campus Police Services will coordinate with state, county, and municipal agencies to develop and implement domestic violence and Sexual Violence training programs, and continue to effectively work with front line officers to enhance training on the proper handling of these types of crimes.

Campus Police Services will initiate a criminal investigation into all sexual assault and domestic violence offenses reported to Campus Police Services by the Reporter. Any sexual assault or domestic violence offense which comes to the attention of Student Affairs will be reported to Campus Police Services as a Clery reportable offense prior to the initiation of any administrative investigation. However, Campus Police Services investigators will not contact the Reporter or initiate a criminal investigation without the consent of the Reporter.

4. **Confidential Resources**

The College believes it is important that Students are aware of opportunities for support and assistance. Available confidential resources are listed below. Reporting any allegations of sexual harassment or Sexual Violence to any of the listed resources will not result in an investigation without the consent of the Student or Employee sharing the information, but on-campus resources may report the crime to Campus Police Services with no identifying information for inclusion in the annual campus crime report (Clery).

On-Campus Confidential Resources (available Monday-Friday 8:30-4:30pm)

Office of Anti-Violence Initiatives (AVI)
(609) 771-2272
http://oavi.pages.tcnj.edu/
Forcina Hall 308

Mental Health Services (formerly known as CAPS)
(609) 771-2247
http://www.mhs.tcnj.edu/
Eickhoff Hall 107

Student Health Services (SHS)
(609) 771-2483
http://health.pages.tcnj.edu/
Eickhoff Hall 107

Off Campus Resources (Available 24 Hours)

Capital Health System (Hospital)
(609)-394-6000
750 Brunswick Avenue
Trenton, NJ 08638
http://www.capitalhealth.org/

Womanspace, Inc.
(609) 394-0136
1530 Brunswick Avenue
Lawrenceville, NJ 08648
http://www.womanspace.org/
Mercer County Domestic Violence & Sexual Assault Hotline
(609) 394-9000

NJ Statewide Domestic Violence Hotline
(800) 572-SAFE

National Hotlines (Available 24 Hours)
Domestic Violence (800) 799-SAFE
Sexual Assault (800) 656-HOPE

For a description of the resources above or for more off-campus resources please visit the Title IX Resources webpage.

The confidentiality of information provided to these sources is protected by law and individuals' personal information will not be disclosed without the Student's permission.

5. **Privacy and Confidentiality**

The College is committed to protecting the privacy of all individuals involved in a report of any violation of the *Title IX Policy*. All Employees who are involved in the Title IX response, including the Title IX Coordinator, Deputy Title IX Coordinators and Investigator(s), receive specific training about respecting and safeguarding private information. Throughout this process, every effort will be made to protect the privacy of all individuals in a manner consistent with the need for a thorough review of the report.

Privacy and confidentiality have two distinct meanings in this process.

Privacy generally means that information related to a report of misconduct will only be shared with a limited circle of individuals. The use of this information is limited to those employees or other relevant parties who "need to know" in order to assist in the active review, investigation, or resolution of the report filed. While not bound by confidentiality, these individuals will be discreet and respect the privacy of all individuals involved in the process.

Confidentiality means that information shared by an individual with designated confidential resources outlined in this *Policy* cannot be revealed to any other individual without the express permission of the individual. These resources are prohibited from breaking confidentiality unless there is an imminent threat or Harm to self or others, a suspicion of child abuse or by order of a court of law.

The Title IX Coordinator is responsible for assessing whether requests by reporting parties not to disclose their identity to anyone else, including the person who allegedly committed the Prohibited Conduct can be granted. While such a request may limit the College's ability to investigate and respond to the report, the Title IX Coordinator, in consultation with Campus Police Services, Office of Anti-Violence Initiatives, and other relevant College administrators (as appropriate), will consider the request in light of the College's commitment to provide a safe and non-discriminatory environment for all Students and Employees , and will honor the

request whenever possible. Similarly, the Reporter may request that the Title IX Coordinator refrain from conducting an investigation at all. In either case, the Title IX Coordinator will review and promptly notify the Reporter making the request whether the request will be granted. Factors to be considered in determining whether a request to maintain an individual's identity as confidential and/or that the report not be investigated may include but are not limited to:

- Whether there is a perceived risk that the Respondent may have a propensity to commit acts prohibited by this *Policy*;
- Whether there have been other reports about the same Respondent;
- Whether the Respondent has a history of arrests or records from the community or a prior institution indicating a history of physical Sexual Violence or harassment;
- Whether the Respondent has threatened future physical Sexual Violence or harassment, or other prohibited acts (including non-Sexual Violence) against the Reporter or others;
- Whether the alleged Sexual Violence or harassment was committed by multiple parties;
- Whether circumstances suggest there is an increased risk of future acts of Sexual Violence or harassment or other Prohibited Conduct under similar circumstances (e.g., whether the report reveals a pattern of perpetration, such as via the illicit use of Drugs or alcohol, at a given location or by a particular group);
- Whether the alleged Prohibited Conduct was perpetrated with a Weapon;
- Whether the Reporter is a minor; and
- Whether the College possesses other means to obtain relevant information (e.g., security cameras, information known to College personnel, or physical evidence).

Information gathered during a Title IX investigation may be shared with the Office of Student Conduct. Information gathered during a Student Conduct Investigation may be shared with the Office of Title IX for the purposes of ongoing investigations and/or administrative hearings.

B. Interim Measures & Accommodations

Reports of Sexual Violence or harassment outlined within the Prohibited Conduct section of this *Policy* may require immediate interim measures to protect the safety and well-being of the Reporter or the Respondent and/or the campus community pending the outcome of the investigative and adjudicative processes. Interim measures may include the following to the extent reasonably available and appropriate:

1. **Interim suspension.** Immediate separation of a Student from the College by the Dean of Students pending an investigation or adjudication. Through the duration of the interim suspension, the Student may be restricted from

College property and may be required to provide prior notice and receive approval from the Title IX Coordinator for the purpose of conducting College business. Interim suspension will be imposed only in exceptional circumstances to ensure the health, safety or welfare of members of the College or College property or to ensure the Student's own safety and welfare. Students who have been suspended on an interim basis must have a conduct hearing within a practical period of time after the imposition of the interim suspension. Cases involving interim suspension through the Office of Title IX may be forwarded to the College's Behavior Intervention Team for further assessment of threat to self or others under the *Involuntary Health or Safety Withdrawal* policy.

2. **Interim termination of housing**. Immediate removal and prohibition of a Student from College housing by the Title IX Coordinator pending an investigation or adjudication. Through the duration of the termination of housing the Student will be restricted from entering all residential floors in College buildings.

3. **Administrative hold.** An administrative hold may be placed on a Student's account upon application of formal charges under the *Title IX Policy* by a designated College official and pending a completion of the College resolution process. The College reserves the right to withhold the release of a Respondent's official College transcripts and/or diploma, and conferral of a degree until a final decision has been rendered. The awarding of a degree from the College is contingent not only on the completion of academic requirements but also on full compliance with the College's regulations throughout the Student's entire time enrolled, including the period between the completion of academic requirements and graduation. If an administrative hold is put in place pending completion of the resolution process, the Respondent will be notified of the hold and be advised on how to raise an objection about the hold or request that it be made less restrictive. The imposition of sanctions during the appellate process and the status of the Student shall not change until the Appeals Officer issues a final decision. The administrative hold will remain in place until lifted by the Office of Title IX or other designated College official with authority to do so.

4. **No Contact Directive**. A No Contact Directive is an official College directive that serves as notice to an individual that they must not have physical contact with or proximity to, or direct verbal, electronic, or written Communication with another individual or group, nor shall they coordinate indirect Communications with the other individual or group through a Third Party.

5. **Behavior Support Plan**. This plan serves as an agreement of understanding between the Student and the College of the Student's duty to meet The College's behavioral expectations. By participating in this plan, the Student acknowledges a commitment to working with a College administrator to

establish support(s) and resource(s) on campus with the intention of mitigating disruptive behaviors. *This measure may occur prior to, in conjunction with, or as a sanction resulting from a Student Conduct or Title IX investigation or proceeding.*

In addition to interim measures, the Reporter may seek appropriate accommodations from the Office of Title IX. Some possible options that may be considered upon request are:

1. **For Students**:
   - Academic measures, such as, assistance in transferring to another section of a course, assistance in requesting withdrawal or an incomplete grade in a particular course, leaves of absence or withdrawal from the College, or assistance requesting alternate methods of completing coursework; and
   - Housing measures, such as requiring a Student to relocate College housing assignment pending the outcome of a conduct investigation or proceeding. This may also include facilitating changes from an on-campus housing location to alternate housing, and assistance in exploring alternative housing off-campus.
   - Employment measures, such as, arranging for alternate College employment, different work shifts, etc.;
   - Arranging a meeting with the Office of Title IX and/or Campus Police Services to discuss or report Prohibited Conduct;
   - Arranging a meeting with the Office of Anti-Violence Initiatives and/or Campus Police Services to discuss safety planning;
   - Arranging access to counseling services and assistance in setting up initial appointments;
   - Arranging access to medical services and assistance in setting up initial appointments;
   - Transportation or parking accommodations;
   - Assigning Respondent to interim suspension status; and
   - Any other measure that may be arranged by the College (to the extent reasonably available) to ensure the safety and well-being of a Student and/or the College community affected by Prohibited Conduct.

2. **For Faculty/Staff**:
   - Employment accommodations, such as temporary assignment, if appropriate, to other work duties and responsibilities, or other work locations, or other work groups/teams or alternative supervision/management;
   - Arranging a meeting with the Office of Title IX, EEO, and/or Campus Police Services to discuss or report Prohibited Conduct;
   - Arranging a meeting with Campus Police Services to discuss safety planning;

- Arranging access to counseling services and assistance in setting up initial appointments;
- Arranging access to medical services and assistance in setting up initial appointments;
- Transportation or parking accommodations; and
- Any other measures that may be arranged by the College (to the extent reasonably available) to ensure the safety and well-being of an Employee who has been affected by Prohibited Conduct.

C. Investigation or Resolution Procedures and Protocols

1. Initial Assessment

Upon receipt of a report of Prohibited Conduct, the Title IX Coordinator will make an initial assessment of the reported information and respond to any immediate health or safety concerns raised by the report. In this initial assessment, the Title IX Coordinator will:

A. Assess the Reporter and Respondent's safety and well-being and offer the College's immediate support and assistance;
B. Inform the Reporter and Respondent of the right to seek medical treatment, and explain the importance of obtaining and preserving forensic and other evidence;
C. Inform the Reporter and Respondent of the right to contact law enforcement, have a criminal investigation conducted, and/or seek a protective order;
D. Inform the Reporter and Respondent about College and community resources, the right to seek appropriate and available remedial and protective measures, and how to request those resources and measures;
E. Inform the Reporter of the right to seek resolution under this *Policy*, and determine whether the Reporter wishes (i) to seek such resolution, or (ii) to request confidentiality (i.e., that their name or other identifying information not be shared with the Respondent, that no investigation be pursued, and/or that no disciplinary action be taken) if possible considering the unique circumstances of the case;
F. Explain the College's prohibition against Retaliation;
G. Assess the nature and circumstances of the report, including whether it provides any identifiable information;
H. Determine whether the report triggers any Clery Act obligations, including entry of the report in the daily crime log and/or issuance of a timely warning, and take steps to meet those obligations.

The Title IX Coordinator will ensure the Reporter receives a written explanation of all College resources and options and are offered the opportunity to meet with the

Title IX Coordinator to discuss those resources and options. When a decision is reached to impose interim protective measures, to initiate an investigation or to take any action that involves notifying a Respondent, the Title IX Coordinator will also ensure that the Respondent receives a written explanation of all College resources and options and are offered the opportunity to meet with the Title IX Coordinator to discuss those resources and options.

2. **Time Frame**

The College will attempt to resolve every report involving a Student as the Respondent within 60 calendar days of an initial report, excluding any relevant appeal period. If applicable the procedural standards outlined in the *Student Conduct Code* regarding summer, end of term, and geographically remote cases will apply. Absent exigent circumstances, the College will attempt to resolve every report involving a faculty and/or staff member as the Respondent within 120-180 calendar days of the complaint being filed, subject to possible adjustment may be required by applicable negotiated agreement.

The College recognizes that each case has its own unique circumstances, and time frames for each stage of the process may vary depending on the details of a case and at certain times of the academic year (for example, during breaks, study periods or final exams). The College may extend any time frame for good cause, with a written explanation to the Reporter and the Respondent.

The College's process for responding to, investigating and adjudicating reports under this *Policy* may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the Title IX Coordinator and based upon the unique circumstances of every case. Prior determinations made or sanctions imposed under these procedural standards will not be subject to change because criminal charges arising out of the same facts giving rise to violation of this *Policy* are later dismissed, reduced, or resolved in favor of the criminal law defendant. The investigation may be temporarily delayed so law enforcement may gather evidence, but the investigation will resume once law enforcement has completed evidence-gathering and generally will not wait for the conclusion of any related criminal proceeding.

3. **Resolution Process**

The College recognizes that there is not one universal resolution process that best meets the needs of our Students and campus community. To adequately address reports of Prohibited Conduct two different procedural processes are outlined. Option One: Administrative Hearing is the default process. To utilize Option Two: Alternative Resolution in lieu of Option One there must be agreement by both the Reporter and the Respondent. The College retains the right at any time to select Option One: Administrative Hearing as the most appropriate procedural process.

Any person may file a report regarding a possible Title IX incident at any time. The Title IX Coordinator will receive the report and determine whether: (i) the allegations in the report, if found more likely than not to have occurred, would constitute a violation of this *Policy*, (ii) there is sufficient information to warrant an investigation, and (iii) the Reporter will participate in the College investigation process. Based on the information received, the Title IX Coordinator and College administrators may determine that interim action(s) are necessary to stop or prevent any further harassment from occurring. Should the Title IX Coordinator, in consultation with the AVP, determine that a threat to the health and/or safety of the campus community exists, an interim suspension may be applied for the Respondent pending the outcome of a conduct proceeding. No permanent change in Student status will occur pending the outcome of the conduct proceeding, however the Respondent may be relocated or removed from housing, academic space, or College property on a temporary basis. If the Respondent is neither an Employee nor a Student, the Campus Police Services may request that the Respondent be banned from the TCNJ campus community.

For all investigations there will be one or more trained Investigators present. The Title IX Coordinator will be the lead Investigator and coordinate meetings with the Reporter and the Respondent.[4] Once an initial report is received, the Title IX Coordinator will meet with both the Reporter and Respondent to gather additional information related to the complaint and ask which resolution process, if any, they would like to utilize. Once a decision is made regarding the resolution process, the Investigators will follow the proper protocol outlined below.

Recordings will not be permitted during any phase of the Title IX process with exception of the administrative hearing.

Should any individual involved in the Title IX process as a Reporter, Respondent, or witness believe they may require and/or benefit from any Reasonable Accommodations to effectively participate, they are encouraged to contact the Accessibility Resource Center (ARC) directly at 609-771 3199. Reasonable Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992 (as amended). All requests must be made in advance and the Title IX staff will consider recommendations provided by the ARC.

Flow charts outlining the process described for both options can be found in the appendix section of this *Policy*.

[4] The College may retain the right to use external investigators and/or adjudicators to resolve complaints and will notify both the Reporter and Respondent prior to this decision.

Option One: Administrative Hearing for Cases involving a Student Respondent

For all investigations there will be one or more trained Investigators present. A member of the Title IX staff or designee will be the lead Investigator and coordinate meetings with the Reporter, Respondent and any other relevant individuals. Both parties will be interviewed and asked to share information they have regarding the incident, as well as all relevant documentation (i.e. text messages, emails, photos, etc.), and identify witnesses who may provide direct information regarding the allegation. The Investigator(s) will gather all information from each participating party and create a statement summary. Those who provide a statement, including witnesses, will have an opportunity to review their individual statement summary and can make additions to or note any concerns or clarifications to ensure accuracy. The Title IX Coordinator and/or Investigators will then add the document to the Title IX investigation Report. Whenever possible, Investigator(s) will gather all information within 35-40 calendar days (please refer to the section on time frames for information about delays).

Once all information is gathered and compiled into an investigation report, the Investigator(s) will meet separately with the Reporter and Respondent for a final review of information. The Reporter and/or Respondent may waive their right to view this information in-person and can choose to review a redacted report electronically. The Reporter and Respondent will then have one final opportunity to provide any new information before the investigation is complete. All information gathered will be shared with the other party.

The full investigation report, which includes notice of preliminary violations, will be reviewed by the Assistant Vice President (AVP) to determine that procedural protocol was followed and there is no inherent bias present. The AVP will either confirm that protocol was followed and the incident was fully investigated, or will ask the Investigator(s) to further examine section(s) of the investigation report or seek additional information. Once satisfied with the process review, the AVP will determine whether the information in the report meets the threshold to charge, and if so, what charges are appropriate. The AVP will make that determination within 10 business days of receiving the investigation report. If the AVP determines that there are no charges, the Reporter or Respondent may appeal this finding by following the process outlined in the *Appeal for Student Cases* section of this *Policy*. If charges are assigned, the AVP will send the appropriate charges to the Title IX staff member and/or lead Investigator who will arrange a hearing. The Hearing Administrator will conduct a hearing in which the Reporter, Respondent, and all relevant witnesses, are invited to submit and question information gathered in the investigation report. Once all information is shared, the Hearing Administrator will make a determination, based on a *more likely than not* standard, as to whether the Respondent is in-violation of Prohibited Conduct outlined in this *Policy*.

If the Hearing Administrator determines the Respondent to not be in-violation, the Reporter or Respondent may appeal the decision by following the process outlined in the *Appeal for Student Cases* section of this *Policy*. If the Hearing Administrator determines the Respondent to be in- violation the College's *Policy*, they will ask the Reporter and Respondent to submit character references or statements and the Reporter may submit an impact statement. Previous conduct history will also be reviewed by the Hearing Administrator. After reviewing this information, the Hearing Administrator will determine appropriate sanctions based on the facts of the case as well as all mitigating and aggravating information.

Formal hearings shall be conducted according to the following guidelines.

Private hearing. A hearing is conducted in private. The Reporter, Respondent, the person bringing the complaint on behalf of the College, and Advisor(s) are allowed to attend the entire portion of the hearing at which information is received (this excludes deliberations). Admission of any other person to the hearing shall be at the discretion of the Hearing Administrator.

Joint hearing. In cases involving more than one Respondent, the Hearing Administrator may permit the hearing concerning each party to be conducted either separately or jointly.

Advisors. The Hearing Administrator, the Reporter and, the Respondent may be assisted by an Advisor of their choice, at their expense. Students must notify the Title IX Coordinator of whom they have designated as their Advisor five business days prior to the scheduled hearing. A representative from the College's Office of the General Counsel may also be present at the hearing. All individuals are responsible for presenting their own information, and therefore Advisors are not permitted to speak or to participate directly in any hearings, with the exception of the Advisor to the Hearing Administrator, who may participate only in a manner to ensure procedural standards are upheld, but that does not disrupt the overall proceeding. A Student should select as an Advisor a person whose schedule allows attendance at the scheduled date and time for the hearing as delays will not be allowed due to the scheduling conflicts of an Advisor.

Questions. The Hearing Administrator, the Reporter, and the Respondent may arrange for witnesses to submit pertinent information. The Reporter and the Respondent may request questions to be answered by one another and/or one another's witnesses, but the questions must be directed to the Hearing Administrator rather than to the other party or witness directly. The Hearing Administrator will determine whether questions or new information are appropriate at their discretion.

Additional information. Relevant records, exhibits and written statements (including Student impact statements and/or character statements during the sanction phase) may be accepted as information for consideration at the discretion of the Hearing Administrator.

Decline to provide information. The Respondent and the Reporter have the right to decline to provide any written or oral statements, answer questions posed in a hearing, or provide any information on their behalf. However, the Hearing Administrator may draw an adverse inference from the Student's absence of information or refusal to answer questions.

Procedural questions. All procedural questions are subject to the final decision of the Hearing Administrator.

Basis for decision. The Hearing Administrator's determination shall be made on the basis of whether it is *more likely than not* that the Respondent violated the *Title IX Policy.* Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student conduct proceedings.

Hearing recorded. Recordings will not be permitted during any phase of the Title IX process with the exception of the administrative hearing. There will be a single record, such as a digital audio recording, of all formal hearings. Deliberations will not be recorded. The record will be the property of the College.

Decision in absentia. If a Respondent, with notice, does not appear for a hearing, the Hearing Administrator may postpone the hearing or hear the information in support of the charges in the Respondent's absence and will make a decision on the available information.

Special accommodation. The Hearing Administrator may accommodate persons with concerns for the personal safety, well-being, and/or fears of confrontation during the hearing by providing separate facilities or physical dividers, and/or by permitting participation by telephone, videophone/conferencing, videotape, audio tape, written statement, or other viable means as determined by the Title IX Coordinator or Director of Student Conduct to be appropriate.

Disability-related accommodation. The Hearing Administrator will provide any reasonable accommodation for hearing participants who have a disability and are registered with or notify the Accessibility Resource Center (ARC) and the Office of Title IX and/or Office of Student Conduct in a timely manner.

If at the conclusion of a Title IX investigation it is determined that a Student is not in violation of the *Title IX Policy* but there may be violations of the *Student Conduct Code,* the Title IX Coordinator may transfer the case to the Office of Student Conduct for adjudication. If the Title IX Coordinator determines that there are violations of expectations outlined in the *Student Conduct Code* that directly relate to a violation of the *Title IX Policy* the Title IX Coordinator in consultation with the Director of Student Conduct may decide to adjudicate all charges through the Title IX process.

An Advisor of the Reporter or Respondent's choice may be present during the initial meeting, investigation, and any additional meetings with College staff in relation to a Title IX incident, but Advisors may not represent the party or actively participate in the meeting. Scheduling adjustments will not be granted for an Advisor of either party. The Title IX Coordinator or Investigator(s) may also have an Advisor present at their discretion.

Option Two: Alternative Resolution for Cases involving Student Respondent

Alternative Resolution is a voluntary process within The College of New Jersey's *Title IX Policy* that allows a Respondent in a Title IX case to accept responsibility for their behavior and/or potential Harm. By fully participating in this process the Respondent will not be charged with a violation of College *Policy*. The alternative resolution process is designed to eliminate the Prohibited Conduct, prevent its recurrence, and remedy its effects in a manner that meets the needs of the Reporter while still maintaining the safety of the overall campus community.

The alternative resolution process will only be used at the request and agreement of both the Reporter and Respondent and under the direction of the Office of Title IX. In order for the Alternative Resolution process to be appropriate both parties must have an understanding and agree on the necessary elements of the process. Both the Reporter and Respondent will have to agree to the following terms should they wish to participate in the Alternative Resolution process.

- Participation in this process is voluntary and either the Reporter or Respondent can choose to end the process at any time prior to signing the agreement;
- Mediation, even if voluntary, will not be used in cases involving sexual assault;
- Both the Reporter and Respondent must participate in individual conference meetings with appropriate staff to learn more about the resolution process prior to participating;
- The process can only be used once and will not be considered if requested by a repeat Respondent under the *Student Conduct Code* and/or the *Title IX Policy*;
- The Reporter and Respondent must agree to all recommendations outlined in the formal agreement or the case reverts back to investigation;

- Information documented during this process can be subpoenaed if a criminal investigation is initiated;
- Participation in this process does not constitute a responsible finding of a *Policy* violation and therefore is not reflected on the Respondent's disciplinary record;
- If the Respondent is documented and found in-violation of any *Policy* violations in the future this agreement can be used in the sanctioning phase of that process; and
- The Respondent may be charged with *Compliance with Directives, part d.* under the *Title IX Policy* for failure to meet the requirements laid out in the agreement.

The Alternative Resolution process is beneficial when both parties participate in good faith. Should the Respondent not complete the agreement, the case can either revert back to an investigation or the Respondent can be charged with *Compliance with Directives, part d.* The College will determine whether to proceed with the *Compliance with Directives* charge and the original Title IX staff member who facilitated the agreement may serve as a witness. The Reporter who originated the initial complaint and the Respondent will have full access to the outcome and rationale.

Restorative processes encompass a philosophical approach that embraces the reparation of Harm, healing of trauma, reconciliation of interpersonal conflict, and reintegration of people who have been marginalized through participatory learning and improved decision making skills. Rather than focusing on what policies have been violated, restorative processes instead identify who has been Harmed and what actions are necessary to repair the Harm.

Possible options that Students may utilize in this process are outlined below:

Examples of Resolution Options:

- Restorative Circle
  - Participation in a discussion by trained facilitators with any persons Harmed and development of a shared agreement of how to correct the Harm. The Reporter and Respondent (and possible community members) work together to develop an agreement that resolves the issue(s), and can help the Respondent restore their standing in the community and repair relationships that were damaged by their actions. During the circle, both Students can have a support person present. A support person differs from an Advisor as this person can have an active role during this process. A support person must be approved by the lead facilitator.
- Salient Analysis of Interpersonal Dynamics (SAID) Workshop

    - Consists of 3 individual one-on-one sessions (1 hour each) with the Respondent and a trained College staff member that are designed to create a space for those accused of (Sexual Violence and/or Violations of the *Student Conduct Code*) to examine their behavior and receive contextual information surrounding it with the goal of sparking behavior change, skill-building, and self-reflection.
- Impact Statement
- Counseling Sessions
- Alcohol Education Class(es)
- Bi-weekly or Monthly check in meetings with the Title IX Coordinator
- Implementation of No Contact Directive with the College
- Restriction from participation in specific clubs and/or organizations
- Restriction from participation in particular events (e.g. Senior Week)
- Completion of a master education plan with regular meetings with a Dean of Students staff member
- Community Service

The College reserves the right to suspend or terminate Option Two and revert back to an investigation at any time.

Any agreements reached as part of the Alternative Resolution process must be documented, signed in-person or via email by the Reporter and Respondent, and approved by the Title IX Coordinator. If no agreement is reached then the matter may be referred to the Title IX Coordinator for further action.

Both the Reporter and the Respondent may be accompanied by an Advisor at any meeting with Title IX staff during the Alternative Resolution process.

For more information on a description of these possible resolution options, please refer to the Title IX website.

D. Student Sanctions

The following sanctions, alone or in any combination, may be imposed upon any Student found to have violated this *Policy*.

1. **Status Outcomes.**
   A sanction that defines the status of a Student with the College.

- **Warning.** A notice in writing to the Student that the Student is violating or has violated institutional regulations and that further violations may result in more severe disciplinary action.

- **Probation.** This status serves as a disciplinary status assigned to a Student for a specified period of time. While on this status, any further violations of College *Policy* will result in more severe disciplinary action and may result in additional Administrative Directive Outcomes and/or Suspension. This status constitutes a disciplinary record that will remain on file with the Office of Title IX for five years after a Student separates from the College.

- **Pending suspension.** The pending suspension status is assigned to a Student for a specified period of time before that person is suspended from the College. While on this status, any further violations of College *Policy* may result in suspension from the College. This status constitutes a disciplinary record that will remain on file with the Office of Title IX and the Office of Student Conduct for five years after a Student separates from the College.

- **Suspension.** Termination of course registration and residency (if applicable) from the College after a specific date and for a specified time. Through the duration of the suspension, the Student may be restricted from College property and may be required to provide prior notice and receive approval from the Title IX Coordinator for the purpose of conducting College business. Before a Student may be readmitted to the College after the designated period of time, the Student must meet with the Dean of Students to show satisfactory completion of any assigned directives or to discuss stipulated conditions for their return. This status constitutes a disciplinary record that will remain on file with the Office of Title IX and the Office of Student Conduct indefinitely. Should a Student wish to return to the College after the suspension period, the Student must comply with any academic standards and procedures then in effect.

- **Expulsion.** Permanent dismissal from the College and restriction from College property. This status constitutes a disciplinary record that will remain on file with the Office of Title IX and the Office of Student Conduct indefinitely. Expulsion is the most serious disciplinary action taken by the College and is generally reserved for only those cases of behavioral misconduct in which all the relevant facts and aggravating circumstances support a conclusion that the only reasonable sanction is permanent removal from the College.

- **Degree Revocation.** Permanent revocation of an earned degree from the College and restriction from College property. This status constitutes a disciplinary record that will remain on file with the Office of Title IX and the Office of Student Conduct indefinitely. Degree revocation is reserved for only those cases of behavioral misconduct that occur while an individual is a Student, but is not made known to the College until after a degree is earned, and in which all the relevant facts and aggravating circumstances support a conclusion that

the only reasonable sanction is permanent revocation of an earned degree from the College.

2. **Educational Outcomes.**

- **Restorative practices.** Participation in a discussion by trained facilitators with any persons or departments Harmed and development of a shared agreement of how to correct the Harm. Unlike other sanctions, all participants must voluntarily agree to participate in the restorative process.

- **Mediation.** Participation in a mediated discussion with other disputants facilitated by multi-partial, trained mediators with the hope of developing a negotiated agreement serving as resolution to the dispute. Unlike other sanctions, all participants must voluntarily agree to participate in mediation.

- **Master education plan.** Develop a master education plan with the aid of the Director of Student Conduct and/or Title IX Coordinator and mentor committee, agree to the terms of the plan, and to continuous evaluation.

- **Other discretionary sanctions.** Work assignments, essays, presentations, research projects, conduct contracts, service to the College, or other discretionary assignments.

3. **Administrative Directive Outcomes.**

- **Pending termination of housing.** This status serves as a housing probationary status assigned to a Student for a specified period of time before their housing privileges are terminated. While on this status, any further violations of College *Policy* may result in termination of housing. In addition, this status constitutes a disciplinary record that will remain on file with the Office of Title IX and the Office of Student Conduct for five years after a Student separates from the College.

- **Termination of housing.** Removal or prohibition of a Student from College housing after a specific date and for a specified period of time. Through the duration of the termination, the Student will be restricted from entering all residential floors in College buildings. Students removed from College housing for disciplinary reasons will receive the refund available based on the time of the semester according to the Department of Residential Education and Housing policies and the housing contract. In addition, this status constitutes a disciplinary record that will remain on file with the Office of Title IX and the

Office of Student Conduct for five years after a Student separates from the College.

- **Administrative Relocation of Housing.** Administrative transfer of a Student from one campus housing location to another.

- **Loss of privilege**. Denial of any specified privilege for a designated period of time. Examples include but are not limited to: guest privileges, restriction from a College event or program, and/or area or building.

- **Restitution.** Compensation for loss, damage, or injury to College property. This may take the form of appropriate service and/or monetary or material replacement.

- **Parental notification.** Notification may be sent to parents or guardians of a Student who is under 18 years of age, or financially dependent on their parents or guardians, depending on the circumstances surrounding the incident. Parents or guardians may also be notified of alcohol and other Drug incidents for Students less than 21 years of age, regardless of financial dependency or resulting sanction.

- **No Contact Directive/Extension of existing No Contact Directive.** This may include a new directive (as described above), or an extension of an original directive with or without altered or additional parameters or instructions. Sanctioned No Contact Directives may only be removed at the discretion of the Director of Student Conduct and/or Title IX Coordinator, and at the written request of all involved parties.

The College is required by law to disclose possible sanctioning practices for certain violations of the *Student Conduct Code* and *Title IX Policy*. The descriptions below include possible ranges of sanctions that may be applied to Students who are found in-violation for Prohibited Conduct that meets the definitions described below. Mitigating or aggravating factors may impact the severity of sanctions assigned.

Designated Sanction Ranges for Specific Violations

As required by the federal Jeanne Clery Act, the College must disclose the range of possible sanctions that may be imposed following an institutional disciplinary procedure addressing Sexual Violence.

An administrator may impose any sanction that it finds to be fair and proportionate to the violation and that is authorized for violations of the *Policy*. In determining an appropriate sanction, the administrator may consider any record of past disciplinary

matters as well as the nature and severity of the misconduct. The Investigator(s) will consider as part of deliberations whether the Respondent poses a continuing risk to a member or members of the College community. The College expects all cases where a Respondent is found to be in-violation of Sexual Violence to involve consideration of the sanctions of suspension or expulsion. Any sanction imposed shall be explained or supported in a written decision of the administrator.

A Student found in-violation of Sexual Penetration that occurs without the Effective Consent of the person, or that occurs when the person is unable to give consent will be issued sanctions ranging from suspension to expulsion. Students found to be in-violation of any intentional, non-consensual Sexual Contact with an intimate body part of another, or forcing another to have Sexual Contact with an intimate body part of oneself or another, with any object or body part; or any disrobing of another without Effective Consent will be issued sanctions ranging from pending suspension to expulsion.

Dating and Domestic Violence includes any action, statement or use of force against a person where a personal, intimate or special relationship exists (defined by marriage, civil union, dating, family membership, or co-habitation), and would reasonably threaten or intimidate that person. This may include forms of stalking. A Student found to be in-violation of dating or domestic violence will be issued sanctions ranging from probation to expulsion.

The Alternative Resolution Process is beneficial when both parties participate in good faith. Should the Respondent not complete the agreement they can be charged with *Compliance with Directives, part d.* The minimum sanction if found to be in-violation of *Compliance with Directives, part d* is probation.

E. Appeal for Cases Involving a Student Respondent

If at the conclusion of a Title IX investigation, the respondent was found to be in-violation of Prohibited Conduct under the *Title IX Policy*, both the Respondent and the Reporter are afforded the opportunity to appeal decisions and/or any sanctions issued within five business days of the date of the written decision. Appeals will be reviewed by the Vice President of Student Affairs (VPSA).

The imposition of sanctions may be deferred during the appellate process and the status of the student shall not change until the Appeals Officer issues a final decision, except that a hold may be placed on the student's transcript and no degree will be awarded to the Respondent pending completion of the appeals process or completion of the determined sanctions.

All appeals must be in writing and include any supporting documentation that the Student wishes to be considered. Deference is given to the AVP's determination of charges or the Hearing Administrator's findings of fact and decision of in-violation and/or any sanctions, therefore the burden of proof is on the Student filing an appeal to

sufficiently demonstrate cause to alter procedures, the original decision or any sanctions. An appeal will generally be limited to a review of the investigation report and supporting documents for one or more of the purposes below, provided however the administrator may request additional information or clarification from the Respondent, Reporter, witnesses, Investigator(s), and/or other administrators for purposes of this review.

- **Process review.** To determine whether the investigation and/or hearing processes were conducted in accordance with published procedures and without bias on the part of the Investigator(s) and/or Hearing Administrator. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
- **Information review.** To determine whether there was information presented in the investigation and/or hearing that, if believed by the administrator, was sufficient to establish that a violation(s) of the *Policy* occurred.
- **Sanction review.** To determine whether any sanctions imposed were appropriate for the violation of the *Policy* which the Respondent was found to have committed.
- **New information.** To consider new information, submitted by the appealing Student within the prescribed five business day period, sufficient to alter a decision or other relevant facts not brought out at the time of the original investigation and/or hearing, because such information was not known to the Student appealing at the time of the original investigation and/or hearing.

Appeal decision. An administrator reviewing an appeal may make one of the following decisions:

- **Affirm.** The administrator may decide to affirm the decision of the Hearing Administrator.
- **Alter sanction.** The administrator may alter the sanctions issued by the Hearing Administrator. Alteration of a sanction may include reducing or increasing the sanction or requirements.
- **New hearing.** The administrator may determine that a new hearing by a different Hearing Administrator or board is warranted to correct procedural irregularity or to consider new information. A Student may appeal a decision of the new Hearing Administrator or board.
- **Remand.** The administrator may direct the AVP or Hearing Administrator to review their original decision subject to any instructions from the VPSA; and may affirm that decision or render a new decision consistent with those instructions. A Student may appeal a decision made by the AVP or Hearing Administrator if there are any changes after the review.

Barring any extenuating and/or unforeseen circumstances, the VPSA will issue a determination within 15 business days of receiving the written appeal. In the event where a delay may be present, good faith efforts will be made to ensure a decision is

rendered and updates are communicated to the Reporting and Responding parties in a reasonably timely manner. The decision of the administrator reviewing the submitted appeal is the final and conclusive decision of the College and is appealable only to the New Jersey Superior Court, Appellate Division in accordance with the New Jersey Rules of Court.

F. Investigation for Cases Involving an Employee Respondent

Prohibited Conduct falling under this *Policy* by Employees is prohibited under the *Policy Prohibiting Discrimination in the Workplace/ Educational Environment.* Procedures for Internal Complaints Alleging Discrimination in the Workplace/ Educational Environment may be found at http://affirm.pages.tcnj.edu/complaint. When a complaint of alleged discrimination is received, the Title IX Coordinator, EEO/AA Officer, or authorized designee will conduct an investigation and prepare an investigatory report including a summary of the complaint, a summary of facts developed through the investigation, and an analysis of the allegations and facts. The report is submitted to the Vice President of Human Resources or designee who will issue a final determination. Absent exigent circumstances, an investigation and/or disposition will be completed within 120-180 calendar days of the date the complaint is filed, subject to possible adjustment may be required by applicable negotiated agreement.

While an investigation is underway, appropriate and relevant interim protective measures may be put in place including, but not limited to position re-assignment, counseling through college resources, or suspension. Any determination by the Investigator and the Vice President for Human Resources will be made on the basis of whether it is more likely than not that the Respondent violated the *Policy Prohibiting Discrimination in the Workplace/ Educational Environment*. Both the Reporter and Respondent are entitled to equitable participation in the investigation process.

Both the Reporter and the Respondent will be sent notifications simultaneously in writing of the result of any institutional disciplinary proceeding (including appeal) that arises from an allegation of discrimination including dating violence, domestic violence, sexual assault, or stalking. Sanctions for a determination that discrimination took place may include but not limited to any of the following sanctions alone or in any combination: warning/reprimand, position re-assignment, training, counseling, loss of privilege, demotion, suspension, or removal from employment.

G. Disciplinary Actions for Faculty and Staff

Any Employee found to have violated any portion or portions of this *Policy* and/or the *Policy Prohibiting Discrimination in the Workplace/ Educational Environment* may be subject to appropriate administrative and/or disciplinary action which may include, but which shall not be limited to: referral for training, referral for counseling, written or verbal reprimand, suspension, reassignment, demotion, loss of privileges for supervising Students, loss of privileges for travel, or termination of employment. Referral to another appropriate authority for review for possible violation of State and Federal statutes may also be appropriate.

H. Appeals for Cases Involving an Employee Respondent

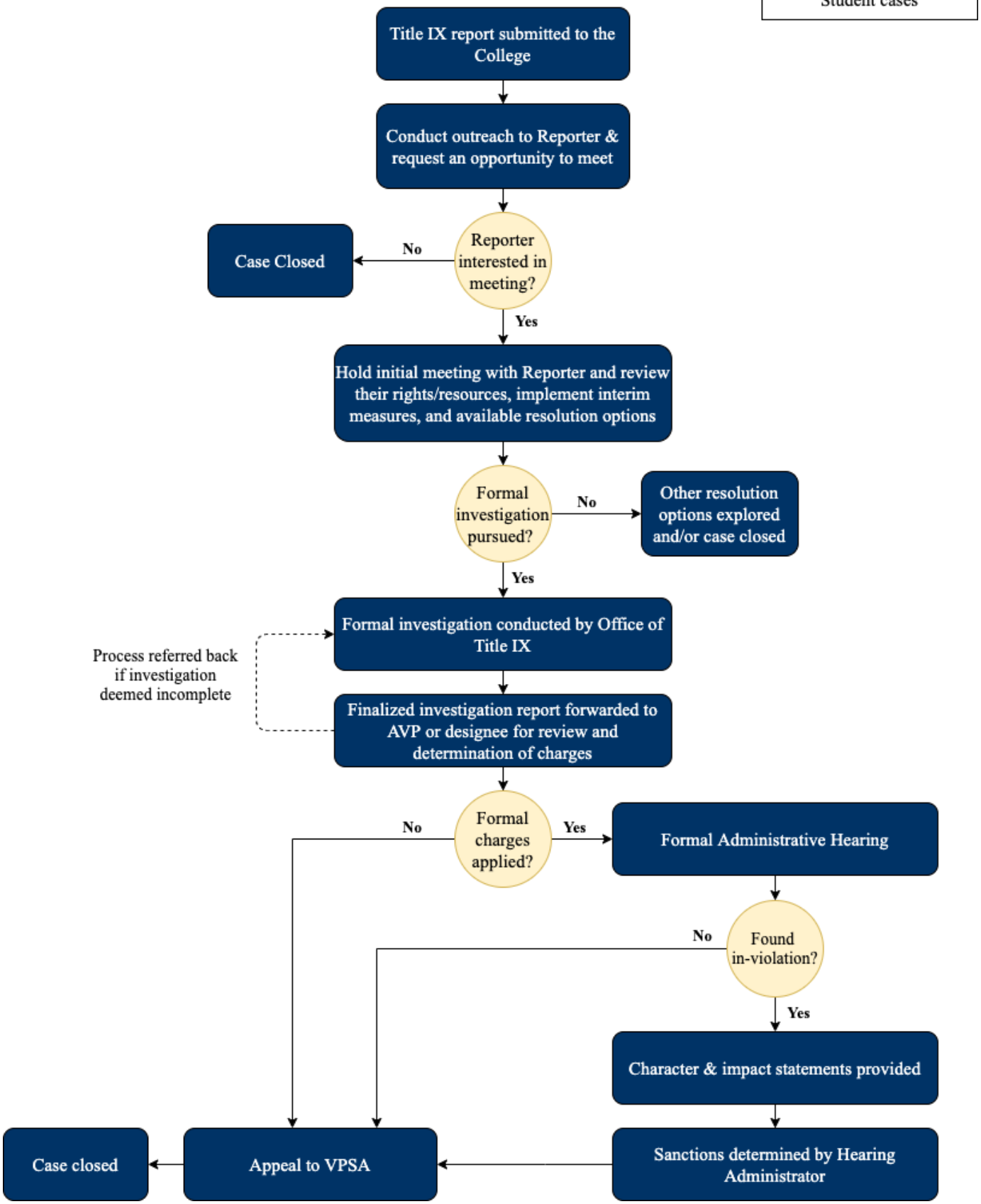
Appeal Process: If the Reporter disagrees with the determination of the College, depending on the Reporter's status as a career, unclassified, or senior executive service Employee or applicant for employment, they may have the right to submit a written appeal, within 20 calendar days of the receipt of the letter of determination from the College to the Merit System Board, P.O. Box 312, Trenton, NJ 08625. The appeal should contain a concise explanation of the disagreement. Regulations governing the appeal process are set forth at N.J.A.C. 4A: 7-3.2.

Filing with External Agencies: Any Employee can file a complaint directly with external agencies that investigate discrimination/harassment charges in addition to utilizing this internal procedure.

Appendix A

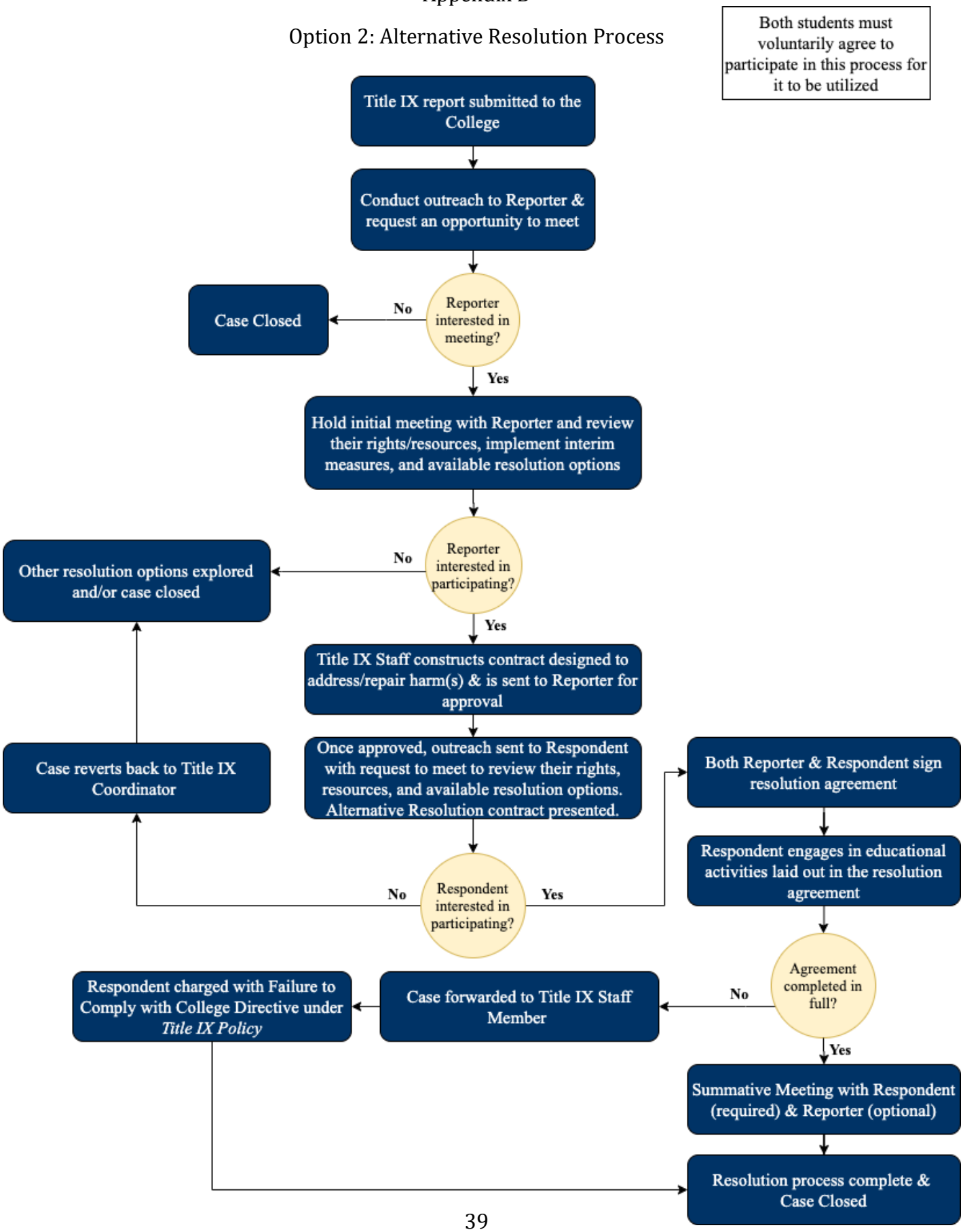
Option 1: Formal Administrative Hearing

This is the College's default resolution process for Student cases



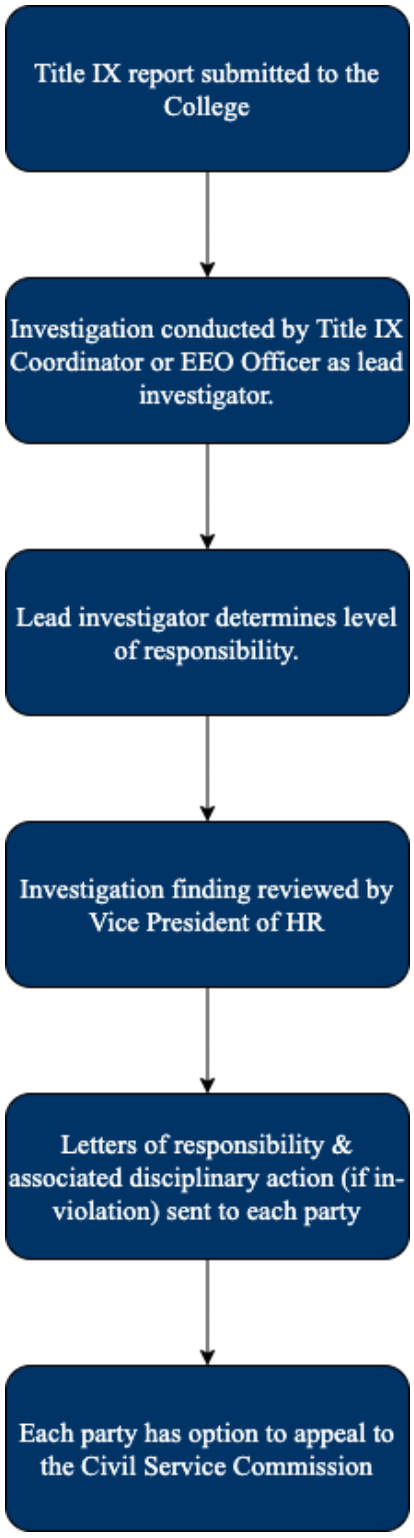
Appendix B

Option 2: Alternative Resolution Process



Appendix C

For Employee Respondents



The College of New Jersey
Resolution of the Board of Trustees Approving the Student Conduct Code

Whereas: The College of New Jersey, in order to fulfill its mission, has the authority and responsibility to maintain order, protect the community and the rights of its members, and cultivate and sustain a positive living and learning environment; and

Whereas: The *Student Conduct Code* last amended in 2019, is to be reviewed in accordance with federal and state policies and any substantive changes will be reviewed in accordance with applicable governance policy and procedures; and

Whereas: Evolving case law informing best practices around student conduct cases involving Title IX and other issues suggest to secure fundamentally fair procedural standards, changes to procedural standards in both the *Title IX Policy* and *Student Conduct Code* are necessary to secure the best interest of the College and our students,

Whereas: The proposed changes to the *Student Conduct Code* have been developed under direction of the Vice President for Student Affairs, in collaboration with the Office of General Counsel, reviewed by CSCC in which feedback was collected and incorporated from the community, and is the result of a comprehensive review; now

Therefore,
Be It Resolved: That the Board of Trustees of The College of New Jersey hereby approves the attached *Student Conduct Code*, for implementation upon approval.

June 30, 2020

Section:	XI.1.3
Title:	The College of New Jersey Student Conduct Code
Effective Date:	July 10, 2018
Approved By:	Board of Trustees
Responsible Unit:	Division of Student Affairs (609) 771-2201; sa@tcnj.edu
Related Documents:	• Academic Integrity Policy • The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment • Student Rights and Freedoms Policy • Computer Access Agreement • Title IX Policy • Involuntary Health or Safety Withdrawal Policy • Use of Campus Property Policy

History:

Version	Date	Notes
7.0		
6.0	July 9, 2019	Interim Policy approved by the Board of Trustees
5.0	July 10, 2018	Revisions approved by the Board of Trustees
4.0	October 24, 2017	Revisions approved by the Board of Trustees
3.0	July 5, 2016	Revisions approved by the Board of Trustees
2.0	July 8, 2014	Revisions approved by the Board of Trustees
1.0	July 12, 2011	New Policy; Initial Release

I. INTRODUCTION

The College of New Jersey, as a community dedicated to learning and the advancement of knowledge, expects and requires the behavior of Students to be compatible with its high standards of scholarship and conduct. Acceptance of admission to the College carries with it an obligation to uphold the College's standards and promote the welfare of the community. Students are responsible for upholding non-academic standards of behavior set forth in this Policy as well as the expectations for academic conduct

outlined in the *Academic Integrity Policy.*

Academic communities differ from other communities in several ways. For the purpose of this code, two differences are particularly worthy of emphasis. First, the primary mission of Colleges and universities is the pursuit of knowledge and the development of the whole person. The environment must be conducive to teaching, learning, research, and personal growth. Second, campus living and learning environments are unique. On a residential campus such as The College of New Jersey, Students live in close proximity to one another and interact continuously in their day-to-day living. Freedom to learn can be preserved only through respect for the rights of others, for the free expression of ideas, and for the law.

In order to fulfill its mission and function, the College has the authority and responsibility to maintain order and to exclude those who are disruptive of the educational process. The *Student Conduct Code* aims to protect the community and the rights of its members, to cultivate and sustain a positive living and learning environment, to educate Students regarding responsibility and accountability for their actions, to encourage and foster self- insight and self- initiated change of behavior, to uphold the procedural rights of Students accused of violating the College's rules and regulations, and to encourage the application of ethical decision-making in the daily life of Students.

II. DEFINITIONS

"Advisor" is a person permitted to be present throughout any meetings, investigation preparations, hearing proceedings, and/or any appeal process to provide support and/or assistance to an individual.

"**AVP**" is an Assistant or Associate Vice President (including those serving in an interim or acting role) or a designee appointed by the Vice President of Student Affairs (VPSA).

"College" means The College of New Jersey.

"College Official" includes any person employed by the College performing assigned administrative, academic, or professional responsibilities including campus police, campus health providers, and Student employees.

"Communication" includes, but is not limited to, contact through the use of the Internet, social networking sites, email, voicemail, text message, written message, and telephone, as well as in person.

"Controlled Substances" means a substance whose distribution is controlled by regulations or statute. Such substances include, but are not limited to, Narcotics, depressants, stimulants, hallucinogens, and cannabis.

"Drug" refers to a chemical substance, especially one prescribed by a physician that is used in the diagnosis, treatment, or prevention of a condition or disease. A Drug is also

a chemical substance, such as a Narcotic, that affects the central nervous system and is used recreationally for perceived desirable effects on personality, perception, or behavior. Drugs purchased without a prescription may include headache medicines, cough syrups, and similar mild medications, and can be purchased at virtually any pharmacy or retail store. For purposes of this Policy, the term "Drug" also includes any other chemical substance, compound or combination when used to induce an altered state, and any otherwise lawfully available product when used for any purpose other than its intended use when such use may cause Harm to oneself or others.

"Drug Paraphernalia" is defined as all equipment, products, and materials of any kind that are used or intended for use in planning, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, ingesting, inhaling, or otherwise introducing a controlled dangerous substance into the human body, including roach clips, bongs, pipes, etc.

"Effective Consent" is informed, freely and actively given mutually understandable words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. A person may be unable to give Effective Consent when that individual is unable to consent due to their age, or because the person is physically helpless, mentally Incapacitated, or Incapacitated from alcohol or other Drugs.

- Effective Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Effective Consent is required regardless of whether the person initiating the act is under the influence of Drugs and/or alcohol.
- Effective Consent may be initially given but withdrawn at any time.

Effective Consent cannot be given when it is the result of intimidation, force, or threat of Harm. When Effective Consent is withdrawn or can no longer be given, sexual activity must stop immediately.

"Harm" creates an intimidating or Hostile Environment by substantially interfering with a Student's education, or by materially impairing the academic pursuits, employment or participation of any person or group in the College community, or by severely or pervasively causing physical or emotional harm to the Student or other member of the College community.

"Hearing Administrator" includes any person hired and/or trained by the College who is designated to conduct conferences and student conduct hearings.

"Hostile Environment" is defined as an environment that, through one or more incidents of harassing conduct (e.g., physical, verbal, graphic or written) based on a person's Protected Category becomes sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of a reasonable individual to participate in or benefit from a College program or activity.

"Incapacitated" is a state in which a person lacks the capacity to understand the fact that a situation is sexual, or cannot understand or make a rational and reasonable judgment about the nature and/or extent of a situation (the "who, what, when, where, why and how" of the sexual interaction). A person who knows or should reasonably know that another person is incapacitated may not engage in sexual activity with that person.

Persons who meet any of the following criteria or conditions are incapacitated: (i) sleeping; (ii) passed out or otherwise unconscious; (iii) under the age of consent or under a certain age in relation to the other party to the sexual activity (both of which are matters of state law); or (iv) due to a disability, do not have the mental capacity to consent.

A person who does not meet any of those criteria or conditions for incapacity may become incapacitated through the use of alcohol or Drugs. Such a person's state of incapacity is a subjective determination that is based on all of the facts available because persons reach incapacitation at different points and as a result of different stimuli.

Alcohol related incapacity results from a level of alcohol ingestion that is more severe than that required to produce the minimum levels of influence, impairment, intoxication, inebriation, or drunkenness. Factors that can influence a person's status include gender, body size and composition; tolerance for alcohol and other Drugs; amount and type of alcohol or other Drugs taken or administered, and the mixture taken; amount of food intake prior to ingestion; propensity for blacking out; genetics; and time elapsed since the ingestion of the alcohol or Drugs.

The effects of alcohol and Drug use often occur along a continuum. For example, alcohol intoxication can result in a broad range of effects, from relaxation and lowered inhibition to euphoria and memory impairment, and to disorientation and incapacitation. Incapacitation due to alcohol or drug use is a state beyond "mere" intoxication or even being drunk. It exists when a person lacks the ability to make or act on a considered decision to engage in sexual activity. Indicators of incapacitation may include inability to communicate, lack of control over physical movements, and/or lack of awareness of circumstances. An incapacitated person can also experience a blackout state during which the person is conscious, but has limited ability to form or retain memories, and may exhibit verbal or non-verbal (e.g., a nod) expressions that under normal circumstances between two individuals acting with full capacity might reasonably be interpreted as conveying consent. Because that person does not have the capacity to consent, despite those expressions, consent is lacking. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication due to alcohol and/or Drug use. The relevant standard that will be applied is whether the Respondent knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

Some medical conditions may also cause incapacitation. Incapacity can result from factors including, but not limited to mental disability, involuntary physical restraint, or the administration of substances.

"Intimate Body Parts" includes the following: sexual organs, genital areas, anal area, inner thigh, groin, buttock, or breast of a person.

"Narcotic" refers to an addictive Drug, such as opium or morphine, which reduces pain, alters mood and behavior, and usually induces sleep or stupor.

"Policy" means the written regulations, standards, and policies of the College as found in, but not limited to, this policy and an official TCNJ policy website.

"Prescription Drug" refers to any substance prescribed by a licensed medical practitioner for individual consumption. It includes prescribed Drugs and over- the-counter Drugs, which may have been legally obtained.

"Protected category" collectively refers to one or more of the following categories: age, race, creed, color, national origin, nationality, ancestry, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

Abusive or harassing conduct directed at a person or group because of actual or perceived membership in a Protected Category (sometimes generally known as "bias incident(s)", "bias crime(s)", or "hate crime(s)") may result in an enhanced sanction.

"Reasonable Accommodations" are adjustments or modifications made in a system or process to ensure accessibility for individuals with disabilities. Reasonable accommodations are determined by the Accessibility Resource Center (ARC) on a case-by-case basis.

"Reporter" is the Student alleged to have experienced an incident of personal abuse as outlined in section *03. Personal Abuse* of the *Student Conduct Code*. Please note that while non-students may report Student to the Office of Student Conduct, *Procedural Standards* may not apply to non-student reporters. .

"Respondent" is the Student who is subject to an investigation, procedural requirements including proceedings, remedial measures, and/or sanctions as a result of information filed in a report, determined through an investigation, and/or conduct proceeding.

"**Retaliation**" includes any adverse actions or statements that attempt to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by that person's status as a Student or because that Student has made a report, provided information for, assisted, or participated in any

manner in a conduct matter, investigation, or proceeding.

Retaliation is established when:

- The Reporter has engaged in activities or procedures protected as a member of the TCNJ community (e.g. report a Policy violation or participate in an investigation);
- The Respondent knew of the activity;
- The Respondent thereafter subjected the person to any adverse action, treatment or condition; and
- There is a causal connection between the protected activity or procedure and the adverse action, treatment or condition.

"Sexual Contact" is an intentional touching by a person, either directly or through clothing, of another's Intimate Body Parts for the purpose of degrading or humiliating another or sexually arousing or sexually gratifying the actor.

"Sexual Penetration" includes vaginal intercourse, cunnilingus, fellatio, or anal intercourse between persons or insertion of the hand, finger, or object into the anus or vagina either by the actor or upon the actor's instruction.

"Stalking Behavior " means repeatedly maintaining a visual or physical proximity to a person; following, monitoring, observing, surveilling, threatening, or communicating to or about a person directly or through third parties, by any action, method, device, or means; interfering with a person's property; repeatedly committing harassment against a person; or repeatedly conveying, or causing to be conveyed, verbal or written threats or threats conveyed by any other means of Communication or threats implied by conduct or a combination thereof directed at or toward a person.

"Student" or "Students" includes all persons who accept an offer of admission to the College, register for credit-bearing courses or maintain matriculation in a degree or certificate program at the College, either full time or part time, degree or non-degree seeking, and have an academic record with Primary Academic Web Services (PAWS), the College 's records and registration system. The status of other individuals who participate in College- sponsored or recognized programs will be determined solely at the discretion of the Director of Student Conduct.

"Third Party" includes individuals who are neither Students nor Employees, including but not limited to contractors, guests, and consultants.

"**VPSA**" is the Vice President of Student Affairs (including those serving in an interim or acting role) or a designee appointed by the President.

"**Weapon**" includes any item that is designed in appearance or function to resemble a firearm, cause Harm, and/or invoke fear or intimidation. Weapons include, but are not limited to, knives, brass knuckles, swords, slingshots, or any other item when used to Harm or intimidate another.

III. POLICY

A. Authority

The *Student Conduct Code* describes the non-academic behavior expected of all Students, as well as the procedures for addressing and adjudicating reports of Student misconduct. Academic integrity standards are not covered by this code, but rather fall within the authority of the faculty, academic integrity officer in each school, the All-College Academic Integrity Board, and Office of the Provost and Vice President for Academic Affairs as outlined in the *Academic Integrity Policy*.

Authority for student conduct ultimately rests with the President of the College and the Board of Trustees, who delegate authority for non-academic conduct of Students to the VPSA .

The VPSA may delegate this authority to the Dean of Students Office. Under the direction of the Office of Student Conduct, the Director of Student Conduct is responsible for implementing the student conduct process. The VPSA has authority to appoint hearing boards and hearing or appellate administrators. Any reference in the *Student Conduct Code* to the role or responsibilities of a specific College Official may be delegated by that person to an appropriate designee. Also note, any reference in the *Student Conduct Code* to a person or role in the Policy or process is intentionally gender neutral to reflect the College's commitment to an inclusive Policy.

The College *Student Conduct Code* shall apply to Student conduct that occurs on College premises, at College-sponsored activities, and off campus. This includes, without limitation, time periods during which classes are not in session, or the Student is not yet registered for college classes and while enrolled or participating in a program at another institution. The Director of Student Conduct has discretion to determine what off-campus conduct will be addressed by the student conduct process. Factors that will be considered include whether the incident is documented by a verifiable source, adversely affects the College community, occurs at a College-affiliated event, or endangers the health or safety of the Student or others.

Each Student shall be responsible for their conduct from the time of enrollment in courses or matriculation in a degree program, through the actual awarding of a degree or cessation of academic coursework at the College. The College has discretion to address conduct that occurs when classes are not in session if a Student is registered for courses for a semester, but classes are not yet in session, or if a Student is on a leave of absence or has voluntarily withdrawn from the College if the behavior occurred while they were a Student .

B. Interpretation and Amendments

Any questions of interpretation or application of the *Student Conduct Code* shall be referred to the Director of Student Conduct for final determination.

A recognized constituency or the Dean of Students may request a review of the *Student Conduct Code* by submitting a written request to the VPSA .

Any substantive changes will be reviewed in accordance with applicable governance Policy and procedures.

C. Students' Rights and Responsibilities

Students at the College have the same rights and protections under the Constitutions of the United States and the State of New Jersey as other citizens. These rights include freedom of expression, press, religion, and assembly. The College has a tradition of Student activism and values freedom of expression, which includes voicing unpopular views and dissent. As members of the College community, Students have the right to express their own views, but must also take responsibility for respecting the same right of others. Students wishing to gather or express their views peaceably should follow the guidelines in the *Use of Campus Property Policy*.

Students have the right to be treated fairly and with dignity regardless of race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability, and as revised in *The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment.* The College has a strong commitment to pluralistic education. Accordingly, the College will not unlawfully discriminate on the basis of protected group status.

Students have the right to have access to the College policies that affect them. The College is committed to providing Students with a balanced and fair system of accountability and dispute resolution. Accordingly, Students will be provided appropriate *Procedural Standards* that are administrative in nature and should not be equated with procedures used in civil or criminal court. Individuals can access College policies here.

Students' rights also include those outlined in *Student Rights and Freedoms* and other published College policies. Violation of College Policy, including but not limited to the *Student Conduct Code,* may result in forfeiture of such rights when necessary to preserve the safety of the College community or to achieve the orderly execution of the educational mission of the College.

Along with rights come certain responsibilities. Students at the College are expected to act consistently with the values of the College community to preserve a

safe and vibrant environment that encourages scholarship and personal growth.

The College values the individual contribution of every member of the community and expects that Students will:

- Engage in responsible social conduct that reflects credit upon the College community both on and off campus, and is consistent with a safe and healthy environment;
- Respect the rights of others to pursue an exceptional education free from harassment, bullying, defamation, and discrimination;
- Conduct oneself with personal integrity and in an honest manner that makes that person worthy of the trust of others;
- Model good citizenship in any community by committing to actions that benefit the community and others, and do not impede the educational mission of the College or individual pursuits of knowledge;
- Recognize that respect for the ideas and contributions of all persons allow for diverse and creative intellectual inquiry;
- Do no Harm and do not present a threat of Harm to self, others, or personal or institutional property;
- Seek assistance, resources, or aid for self or others in a timely manner when health, safety, or wellness is at risk;
- Respect the right of fellow Students to participate in College or outside organizations, associations, or relationships with other Students without fear, threat, or act of hazing;
- Conduct oneself professionally and with civility in all pursuits of knowledge in and outside the classroom;
- Be responsible and held accountable for one's decisions and actions, and the impact on self and others; and
- Be fully acquainted and comply with the College's published policies and procedures and local, state, and federal law.

D. Violations of Expectations for Student Conduct

The following is a non-exhaustive list of conduct that ***does not meet*** *The College's expectations for Student conduct. Such misconduct is a violation of the* Student Conduct Code *and may result in disciplinary sanctions. Other conduct not found in this code may still be deemed unacceptable and may be addressed by the College.*

1. Law and Policy Compliance

a. Violation of any College Policy, rule, or regulation published in hard copy or available electronically on the College website.
b. Violation of any federal, state or local law. (*See Appendix A and Appendix B for non-exhaustive lists of selected state statutes and township ordinances and Appendix C for an excerpt of the State of New Jersey "Anti-Bullying Bill of*

Rights Act.")

c. Failure to meet financial obligations with respect to College funds, or conducting any financial transaction unlawfully or unethically.
d. Violation of College policies and regulations governing the possession or use of automobiles or other motor vehicles on campus, or violation of parking regulations published by the College.

Failure to notify the College of any arrest or conviction. Students have an ongoing obligation to notify the College of any arrest or criminal conviction (the "criminal charge") within 30 calendar days of the occurrence of the criminal charge by submitting detailed documentation describing the criminal charge and the circumstances and event or underlying conduct that gave rise to the criminal charge to the Office of Student Conduct. You may report your arrest by clicking here. The Director of Student Conduct will review all such notices and determine the appropriate course of action through established student conduct *Procedural Standards* and practices. Failure to report a criminal charge within 30 calendar days of occurrence will be considered a *D. Violation of Expectations for Student Conduct*.

The College recognizes that an arrest, in and of itself, is not a finding of guilt. However, the College may investigate the event or conduct giving rise to or the circumstances surrounding the arrest to determine whether a possible violation of the *Student Conduct Code* is warranted and, if so, whether a *D. Violation of Expectations for Student Conduct* has occurred.

2. Personal Integrity

a. Falsifying, or being party to the falsification, of any official College identification card, record (e.g. *oral or written Communication*), or document.
b. Possession, use, manufacture, or sale of a falsified identification card, document, or record.

3. Personal Abuse

a. Sexual Harassment

i. Conduct of a sexual nature or based on gender or sexuality that is severe or pervasive enough to create a Hostile Environment as defined by a reasonable person under similar circumstances. This may include unwanted, unwelcome, or inappropriate sexual or gender-based activities, or comments.
ii. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made a condition of the conferral of any benefit, or rejection of such advance, request, or conduct implies that a person will suffer adverse consequences from another person in an express or implied position of authority.

Sexual harassment is a violation of Title IX of the Education Amendments of 1972, and Title VII of the Civil Rights Act of 1964 (as amended in 1991), as well as *The Policy Prohibiting Discrimination in the Workplace/Educational Environment* (which applies to all employees including Student employees with respect to conduct that arises out of their employment status).

b. Obscene or Indecent Behavior

i. Exposure of one's sexual organs or the display of sexual behavior or contact that would reasonably be offensive to others or be observed by any other non- consenting persons who would be affronted or alarmed.
ii. Trespassing, spying, or eavesdropping for sexual arousal.

c. Physical Sexual Misconduct (commonly referred to as "Sexual Assault")

i. Any Sexual Penetration, however slight, of a person without that person's Effective Consent.
ii. Any intentional, non-consensual Sexual Contact with an Intimate Body Part of another, or forcing another to have Sexual Contact with an Intimate Body Part of oneself or another, with any object or body part, or any disrobing of another without Effective Consent.
iii. "Stealthing" which involves intentionally removing a condom without the other person's consent during sexual activity.
iv. Knowingly transmitting a sexually transmitted disease or infection to another person through sexual activity.

The College's highest priority is the physical and mental health, safety, and well-being of individual Students and the campus community. An element of promoting safety is providing clear, responsible methods of reporting and addressing incidents of sexual misconduct. Therefore, in order to remove potential barriers to reporting sexual misconduct, the Office of Student Conduct will not charge a Student with violating any expectations for Student conduct regarding alcohol or other Drugs if that Student reports such conduct within a report of possible sexual misconduct.

Sexual misconduct may also be a violation of Title IX of the Education Amendments of 1972, and Title VII of the Civil Rights Act of 1964 (as amended), as well as *The Policy Prohibiting Discrimination in the Workplace/Educational Environment* (which applies to all employees including Student employees with respect to conduct that arises out of their employment status).

d. Bullying, Intimidation, and Harassment

i. Engaging in conduct, including any gesture, written, verbal or physical

act, or any electronic Communication (which includes e-mails, text messages, and Internet postings on web-sites or other social media), that is directed at a person(s), that is so severe or pervasive and objectively offensive that it substantially disrupts or interferes with the orderly operation of the College or the rights of any Student or other member of the College community; and that:

a. involves intimidation or threats to another person's safety, rights of personal privacy and property, academic pursuits, College employment, or participation in activities sponsored by the College or organizations or groups related to the College; or
b. a reasonable person should know, under the circumstances, will have the effect of insulting or demeaning any person or group; or
c. creates an intimidating or Hostile Environment by substantially interfering with another Student's education, or by materially impairing the academic pursuits, employment or participation of any person or group in the College community, or by severely or pervasively causing physical or emotional Harm to the Student or other member of the College community; or
d. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally Harming a Student or other person or damaging the person's property or placing the person in reasonable fear of physical or emotional Harm to their person, or to any member of that person's family or household, or of damage to their property.

ii. Any attempt to intimidate, threaten, or unduly influence another person with the purpose to discourage cooperation or truthful participation in a student conduct matter, investigation, or proceeding. This may also include the intentional violation of no contact directives or interim measures implemented by the College in response to an open investigation or proceeding.
iii. Any attempted Retaliation against an individual because the person has made a report, provided information, assisted, or participated in any manner in a conduct matter, investigation, or proceeding.

Abusive or harassing conduct directed at a person or group *because of actual or perceived* membership in a Protected Category (sometimes generally known as "bias incident(s)", "bias crime(s)", or "hate crime(s)") may result in an enhanced sanction.

e. Invasion of Privacy including Sexual Exploitation

i. Unauthorized making of an explicit or objectively offensive recording (including but not limited to photographs, video, and/or audio) of another person.

ii. Unauthorized display, publication, transmission, or other dissemination (including via the Internet) of explicit or objectively offensive recordings (including but not limited to photographs, video, and/or audio) of another person. Consent to be recorded does not imply consent for such records to be displayed, published, transmitted, or otherwise disseminated.
iii. Unauthorized intrusion upon a person's private property or Communications.
iv. Unauthorized appropriation and/or use of someone's identifying or personal data or documents.
v. An act or acts committed through exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or other non-legitimate purpose without the Effective Consent of the person.

f. Stalking

i. Purposefully or knowingly engaging in Stalking Behavior directed at a specific person that would cause a reasonable person to fear for their safety or the safety of a third person, or suffer other emotional distress. Such Stalking Behaviors include but are not limited to alarming conduct, following a specific person or otherwise communicating with a person repeatedly in a manner likely to cause fear for safety, or seriously annoy a reasonable person under similar circumstances.

g. Defamation

i. Oral or written publication of a false statement of fact that exposes the person about whom it is made to hatred, contempt, or ridicule; subjects that person to loss of the good will and confidence of others; or so Harms that person's reputation as to deter others from associating with that person. This does not include the good faith documentation of a possible Policy violation or good faith journalistic reporting in the absence of negligence or recklessness.

h. Physical Abuse

i. Use of unwelcome force against a person or the property of any person or group.
ii. Any action or statement that imminently threatens significant Harm to the health or safety of any person or group.
iii. Any action, statement, or use of force against a person where a previous or current personal, intimate, or special relationship exists (defined by marriage, civil union, dating, family membership, or co-habitation), which includes physical, sexual, emotional, economic, and/or psychological actions or threats of actions that a reasonable person in similar circumstances and with similar identities would find

intimidating, terrorizing, or threatening. Such behaviors may include threats of violence to one's self or one's family member. Interference with the freedom of another person to move about in a lawful manner by force, threat, intimidation, or other means without Effective Consent.

Physical Abuse conduct directed at a person or group *because of actual or perceived* membership in a Protected Category (sometimes generally known as "bias incident(s)", "bias crime(s)", or "hate crime(s)") may result in an enhanced sanction.

i. Hazing

i. Any action taken, or situation created that negligently, intentionally, or recklessly subjects any person to the risk of bodily Harm, physical discomfort, harassment, emotional or mental degradation, abuse, or interferes with academic activities; or causes or encourages any person to commit an act that would be a violation of law or College regulations for the purpose of initiating, promoting, fostering, or confirming any form of affiliation with a Student group or organization. This provision applies to all Students regardless of College or Student Government recognition of the Student group or organization.
ii. Observation of any hazing activity as described above by a Student without reporting the incident to College authorities.
iii. Aiding or assisting another to engage in any hazing activity as described above.
iv. The expressed or implied consent of a person is not a defense to any hazing activity described above.

4. Property

a. Unauthorized use or possession, attempted or actual theft, and/or misappropriation of property belonging to others, the College, or the New Jersey Educational Facilities Authority.
b. Damage, malicious or negligent defacement, or destruction of property belonging to others, the College, or the New Jersey Educational Facilities Authority.
c. Unauthorized possession, duplication, or use of keys to any College premises; or unauthorized entry into any office, residence *(including but not limited to residence hall rooms, private residences on or off campus, or private businesses),* mailbox, or other College facility.

Defacement, damage or destruction of property conduct directed at a person or group *because of actual or perceived* membership in a Protected Category

(sometimes generally known as "bias incident(s)", "bias crime(s)", or "hate crime(s)") may result in an enhanced sanction.

5. Compliance with Directives

a. Failure to comply with a duly issued directive by an authorized College Official or law enforcement officer. A directive may be considered any written or verbal mandate.
b. Failures to correctly identify oneself at all times and present this information upon request by a College Official or law enforcement officer.
c. Aiding or assisting another to violate College Policy, or acting in any way to further a violation of College Policy. Students may be held accountable for the actions of their guest.
d. Failure to fully satisfy all the components outlined within the signed Alternative Resolution agreement in the designated timeframe.

6. Drugs, Narcotics, Controlled Substances, and/or Paraphernalia

a. Unlawful possession, use, purchase, or attempted purchase of Drugs, Narcotics, or Controlled Substances and/or Paraphernalia.
b. Unlawful manufacture, distribution, or intended distribution of Drugs, Narcotics, or Controlled Substances and/or Paraphernalia.
c. Misuse or misappropriation of any prescription or over-the-counter medication.
d. Knowingly being in the presence of the *illegal* use of a Drug, Prescription Drug, Narcotic, or Controlled Substances.
e. Disrupting the campus or off-campus community or engaging in any Policy violation while under the influence of a Drug, Controlled Substances, or Narcotic.

Amnesty

The College's highest priority is the physical and mental health, safety, and well- being of individual Students and the campus community. Therefore, no Student seeking medical attention by contacting either College or local authorities for a Drug overdose (nor a Student who seeks medical attention on behalf of the affected Student) and cooperates with and/or assists any medical, College, or law enforcement officials will be formally charged under the *Student Conduct Code* for the unlawful use or possession of a Drug. Although this does not relieve any Student or organization from responsibility for other Policy violations that may have occurred prior to seeking medical attention, the effort to seek help for the affected Student may be a mitigating factor in sanctioning. Affected Students may be required to complete an evaluation or other education programs, but will not face disciplinary charges or sanctions as prescribed through the student conduct process.

Although New Jersey state law permits the use of medical marijuana within

narrowly tailored circumstances, federal laws prohibit marijuana use, possession, and/or cultivation at educational institutions and on the premises of other recipients of federal funds. The use, possession, or cultivation of marijuana for medical purposes is therefore not allowed on any College property, nor is it allowed at any College -sponsored event or activity off campus.

7. Alcoholic Beverages

a. Being in possession of, attempting to purchase, purchasing, or consuming alcoholic beverages on or off campus while under the age of 21.
b. Selling, distributing, or serving alcoholic beverages to a person under the age of 21.
c. Possession and/or utilization of devices for the rapid, high-risk consumption of alcohol including, but not limited to funnels, beer pong accessories, beer bongs, luges, etc., regardless of age.
d. Consuming alcoholic beverages or carrying alcohol in open containers in any public area without the receipt of an alcohol permit, regardless of age.
e. Hosting the underage consumption of alcohol in a social space, residence hall room, common area, or off-campus space that is occupied by, under the control of, or reserved for the use of a Student or organization.
f. Possession of common source containers of alcohol whether empty or full, including but not limited to kegs, punch bowls, etc., regardless of age.
g. Excessive use of alcohol resulting in a state of intoxication which endangers oneself or others.
h. Disrupting the campus or off-campus community or engaging in any Policy violation while a Student is intoxicated.

Amnesty
The College's highest priority is the physical and mental health, safety, and well-being of individual Students and the campus community. Therefore, no Student seeking medical attention by contacting either College or local authorities for intoxication (nor a Student who seeks medical attention on behalf of the affected Student) and cooperates with and/or assists any medical, College, or law enforcement officials will be formally charged for the unlawful use or possession of alcohol. Although this does not relieve any Student or organization from responsibility for other Policy violations that may have occurred prior to seeking medical attention, the effort to seek help for the affected Student may be a mitigating factor in sanctioning. Affected Students may be required to complete an evaluation or other education programs, but will not face disciplinary charges or sanctions as prescribed through the student conduct process.

8. Weapon and Dangerous Substances

a. Possession, storage, or carrying of a firearm or other Weapon in a

residence hall room, on a person, or in a motor vehicle on College premises or at any College- affiliated activity or event. Knives of a standard size and utilized for an ordinary kitchen function are permitted in residence hall kitchens.

b. Possession or use of fireworks, gun powder, explosives or other incendiary devices, or dangerous chemicals, except as authorized for use in class, in connection with College-sponsored research, or for another approved activity and used in the way authorized and approved on College premises or at any College- affiliated activity or event.

9. Fire and Safety

a. Setting or attempting to set fire to, or creating a fire on property owned or operated by the College without a permit.
b. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency.
c. Unauthorized or improper handling of or tampering with any fire, safety, or emergency equipment or fixtures.
d. Lighting a candle, incense, or any other open flame inside a College facility or wooded area without express permission from the Department of Occupational Safety and Environmental Services.
e. Smoking or use of electronic smoking devices inside any College building and/or within 10 feet of a doorway to any College building. Removing screens, entering or exiting a building through a window, and/or throwing objects out windows.
f. Leaving exit, fire, and/or smoke doors propped open or unlocked, or entering or exiting the buildings through emergency exit doors.
g. Presence on the roofs of College buildings, fire escapes, ledges, service elevators, balconies, and other areas that are designated closed or prohibited.
h. Riding of bicycles or skateboards/hoverboards, the throwing, kicking, or bouncing of objects, the use of roller skates or blades, the use of water guns, and any other activity that causes risk to property or personal safety inside a College facility.
i. Presence of any motorized vehicle or machine in buildings with the exception of motorized vehicles used by, or in aid to, persons with disabilities.

10. Computer Misuse

a. See the *Computer Access Agreement*.

11. Disruption/Obstruction

a. Disruption to, or obstruction of teaching, research, administrative, disciplinary proceedings, or other College activities or normal operations including its public service functions on or off campus.
b. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised events or activities.

c. Behavior that disturbs the peace, academic study, or sleep of others on or off campus.

12. Repeated Behavior

a. Repeated behavior that materially and/or substantially interferes with the operation of the College or individuals, and that previously has been brought to the attention of the Student through participation in a separate behavior review process or by a College Official.

IV. PROCEDURAL STANDARDS

A. Reports.

1. **Filing a report.** Any member of the College community may file a report against a Student for possible violations of the *Student Conduct Code*.[1] A report must be prepared in writing and submitted to the Director of Student Conduct. A person may submit a report online by using the following link: File a Report. Any report should be submitted as soon as possible after the incident takes place, preferably within 30 calendar days. However, the Director of Student Conduct has discretion to accept a report and/or issue charges regardless of when the report is submitted if the conduct or Respondent are deemed to pose a possible threat to the College community or to individual members of the College community. *For Title IX related reports including but not limited to possible incidents of physical sexual misconduct, sexual harassment, stalking, and/or some instances of physical abuse if involving an intimate partner, the following process will apply: Title IX Policy.*

2. **Advisor.** Individuals may be accompanied by one Advisor provided that the involvement of the Advisor does not result in an undue delay of the process. It is the responsibility of the individual to coordinate scheduling with their Advisor for any meetings and/or proceedings.

   The Advisor may not participate directly with any process or represent any person involved; nor can an Advisor speak, write, or otherwise communicate with an investigator, conduct administrator, hearing administrator, or appeal reviewer on behalf of the individual they are advising. Advisors may not engage in behavior or advocacy that harasses, abuses, or intimidates either reporting or responding party, a witness, or individuals involved in resolving the complaint. Advisors who do not abide by these guidelines may be excluded from the process.

   The Advisor may be any person of the individual's choosing; however, an Advisor may not also serve as a witness in the same matter. The Advisor may

[1] Including a representative from the Office of Student Conduct on behalf of a person outside the College community if the incident has an adverse effect on the College and there is documentation from a verifiable source.

be an attorney but the Advisor is still limited to the supportive and non-participatory role described above. An Investigator or Hearing Administrator may also be accompanied by an Advisor, which may include a representative from the Office of General Counsel. The Advisor of the hearing administrator, who may participate in a manner to ensure procedural standards are upheld, but does not disrupt the overall proceeding. Any cost associated with the participation of an Advisor is the responsibility of the individual.

3. **Initial Assessment.** All cases will be reviewed by the Director of Student Conduct. *See also Appendix D for a flow chart of the student conduct process.*

   Upon receipt of a report regarding behavior that may fall under 03. Personal Abuse (*Violations of Expectations for Student Conduct*), the Director of Student Conduct will make an initial assessment of the reported information and respond to any immediate health or safety concerns raised by the report. In this initial assessment, the Director of Student Conduct will:
   a. Assess the safety and well-being of those involved and offer the College's immediate support and assistance;
   b. Inform the Reporter and Respondent of the right to seek medical treatment;
   c. Inform the Reporter and Respondent of the right to contact law enforcement, have a criminal investigation conducted (where appropriate), and/or seek a protective order (where appropriate);
   d. Inform the Reporter and Respondent about College and community resources, the right to seek appropriate and available interim measures, and how to request those measures;
   e. Inform the Reporter of the right to seek resolution under this *Code*, and determine whether the Reporter wishes (i) to seek such resolution, or (ii) to request that no investigation be pursued, and that no disciplinary process be initiated or disciplinary action taken; if possible considering the unique circumstances of the case;
   f. Explain the College's prohibition against Retaliation;
   g. Assess the nature and circumstances of the report;
   h. Determine whether the report triggers any Clery act obligations, including entry of the report in the daily crime log, and/or issuance of a timely warning, and take steps to meet those obligations.

   The Director of Student Conduct will ensure the Reporter receives a written explanation of all College resources and options and are offered the opportunity to meet with the Director of Student Conduct to discuss those resources and options. When a decision is reached to impose interim measures, to initiate an investigation, or to take any actions that involves notifying a Respondent, the Director of Student Conduct will also ensure that the Respondent receives a written explanation of all college resources and options and are offered the opportunity to meet with the Director of student Conduct to discuss those resources and options.

4. **Reasonable Accommodations.** Should any individual involved in the Student Conduct process as a Reporter, Respondent, or witness believe they may require and/or benefit from any form of accommodation to effectively participate, they are encouraged to contact the Accessibility Resource Center (ARC) directly at 609-771 3199. Reasonable accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992 (as amended). All requests must be made in advance and the Title IX staff will consider recommendations provided by ARC.

B. Alternative Resolution Process. The College recognizes that there is not one universal resolution process that best meets the needs of our Students and the campus community. To adequately address reports of behavior that may be in *Violation of Expectations for Student Conduct* that may result in charges under 03. Personal Abuse an alternative process may be utilized.

Alternative resolution is a voluntary process within the College's *Student Conduct Code* that allows a Respondent in a student conduct matter to accept responsibility for the behavior they engaged in that may have caused Harm to the Reporter. By fully participating in this process the Respondent will not be charged with a violation of College policy.

The alternative resolution process is designed to eliminate the conduct, prevent its recurrence, and remedy its effects in a manner that meets the needs of the Reporter while still maintaining the safety of the overall campus community.

The alternative resolution process will only be used at the request and agreement of both the Reporter and Respondent; and under the direction of the Office of Student Conduct. In order for the alternative resolution process to be appropriate, both parties must have an understanding and agree on the necessary elements of the process. Both the Reporter and Respondent will have to agree to the following terms should they wish to participate in the alternative resolution process:

1. Participation in this process is voluntary and either the Reporter or Respondent can choose to end the process at any time prior to signing the agreement;
2. Both the Reporter and Respondent must participate in individual intake meetings with appropriate staff to learn more about the resolution process prior to participating;
3. The process can only be used once and will not be considered if requested by a repeat Respondent under *the Student Conduct Code* and/or the *Title IX Policy*;
4. The Reporter and Respondent must agree to all recommendations outlined in the formal agreement or the case reverts back to an investigation;
5. Information documented during this process can be subpoenaed if a criminal investigation is initiated;
6. Participation in this process does not constitute a finding of "In-Violation" for a

Violation of Expectations for Student Conduct charge, and is therefore not reflected on the Respondent's disciplinary record;
7. If the Respondent is documented and found "In-violation" for any *Violations of Expectations for Student Conduct* this agreement can be used in the sanctioning phase of that process; and
8. The Respondent may be charged with 05. Compliance with Directives for failure to meet all requirements outlined in the agreement.

The alternative resolution process is beneficial when both parties participate in good faith. Should the Respondent not complete the agreement, the case may revert back to an investigation, and/or the Respondent may be charged with 05. Compliance with Directives.

If the student is charged with Violations of Expectations for Student conduct under 05. Compliance with Directives, the original conduct staff member who facilitated the agreement may serve as a witness during the conduct process. The Reporter who originated the initial complaint and the Respondent will have access to the outcome and rationale of this proceeding.

A Restorative process is a philosophical approach to dispute resolution that embraces the reparation of Harm, healing of trauma, reconciliation of interpersonal conflict, and reintegration of people who have been marginalized through participatory learning and improved decision making skills. Rather than focusing on what policies have been violated, restorative processes instead identify who has been Harmed and what actions are necessary moving forward to repair the Harm.

Possible options that Students may utilize in this process are outlined below:
1. Restorative Circle. Participation in a discussion by trained facilitators with a Reporter or Harmed Parties that is designed to result in the shared agreement outlining how to correct the Harm caused by the Respondents behavior. The Reporter/Harmed Parties and Respondent (and possible community members) work together to develop an agreement that resolves the issue(s), and can help the Respondent restore their standing in the community and repair relations that were damaged by their actions. During the circle process both Students can have support person present. A support person differs from an advisor as this person can have an active role during this process. A support person must be approved by the lead facilitator.
2. Impact Statement
3. Counseling Sessions
4. Alcohol/Drug Education Class(es)
5. Bi-weekly or monthly check in meetings with the Director of Student Conduct
6. Implementation of a No Contact Directive with the College
7. Restriction from participation in specific clubs and/or organizations
8. Restriction from participation in particular events (e.g. Senior Week)
9. Completion of a master education plan with regular meetings with an assigned staff member of the College

10. Community Service

The College reserves the right to suspend or terminate the alternative resolution process at any time.

Any agreements reached as part of the Alternative Resolution Process must be documented, signed in-person or via email by the Reporter and Respondent, and approved the Director of Student Conduct. If no agreement is reached then the matter may be referred to the Director of Student Conduct for further action.

Both the Reporter/Harmed Parties and Respondent may be accompanied by an Advisor at any meeting with student conduct staff during the Alternative Resolution Process.

C. Investigation. The Director of Student Conduct or an experienced external investigator will conduct a prompt, thorough, fair and impartial investigation to determine if the information in the report merits charges against a Student or Students, a formal admonishment, no charges, or if the incident can be addressed through a resolution process, such as mediation or restorative practices. An Advisor of the Student's choice may be present during the investigation meeting but may not represent the Student or actively participate in the meeting. The conference administrator may also have an Advisor present at their discretion.

For investigations that are not Title IX related but may result in *Personal Abuse* charges, there will be two trained investigators present whenever possible. The lead investigator will coordinate meetings with the Reporter and Respondent. Both the Reporter and Respondent will be interviewed and asked to share information they have regarding the incident, as well as all relevant documentation (i.e. text messages, emails, photos, etc.), and identify witnesses who may provide direct information regarding the allegation. The investigator(s) will gather all information and create a statement summary. The Reporter and Respondent will be called in for a meeting where they each will be given the opportunity to review the summary and respond with additional comments.

When there is both a College and law enforcement investigation, the conduct investigation may be temporarily delayed so law enforcement may gather evidence, but the investigation will resume once law enforcement has completed evidence gathering. The College will generally not wait for the conclusion of any related criminal proceeding to initiate or conduct an investigation.

For Title IX related investigations, the following process will apply: *Title IX Policy*.

Information gathered during a Title IX investigation may be shared with the Office of Student Conduct. Information gathered during a student conduct investigation may be shared with the Office of Title IX for the purposes of ongoing investigations and/or administrative hearings.

If a Title IX investigation results in charges for *D. Violations of Expectations for Student Conduct* that are unrelated to Title IX, the Title IX Coordinator may transfer the case back to the Office of Student Conduct for adjudication. If the Title IX Coordinator determines that there are violations of expectations outlined in this code that are not Title IX in nature but directly relate to a violation of the *Title IX Policy,* the Title IX Coordinator , in consultation with the Director of Student Conduct, may decide to adjudicate all charges through the Title IX process.

D. Charge(s). Any charges will be presented to the Respondent in writing through the Student's College email address, as the official means of Communication at the College, and a conference with a Hearing Administrator shall be scheduled within a timely period.

E. Conference. The Respondent will be scheduled to meet with an assigned administrator for a conference meeting to discuss the grounds for any charges, process, and sanctioning practices. The Respondent will select whether they will participate in a formal or informal conduct hearing; unless the case includes charges for any violations not related to Title IX , but under the *03. Personal Abuse* section of this code. In such cases, the administrator will determine what type of hearing is appropriate after considering the expressed preferences of both the Respondent and Reporter, and the totality of the circumstances. If the administrator finds that an informal hearing is appropriate, then a different administrator may be assigned or the conference administrator may conduct the hearing with the permission of both the Respondent and Reporter. An Advisor of the Respondent's choice may be present during the conference. The conference administrator may also have an Advisor present through the conference meeting and/or informal or formal administrative hearing at their discretion. If after notice a Respondent does not attend a scheduled conference, the administrator may postpone the conference or review the information available and make a decision on responsibility including assigning any sanctions to the Respondent if deemed appropriate.

F. Informal hearing. If the Respondent selects an informal hearing the administrator conducting the conference may immediately conduct the informal hearing as the Hearing Administrator or schedule the informal hearing to take place within a practical period. However, in the case of a *03. Personal Abuse* charge, if the administrator selects an informal hearing to address any charges, the administrator conducting the conference will assign a different Hearing Administrator to conduct the informal hearing within a practical period.

A Respondent's Advisor may remain present for the informal hearing, but may not represent the Respondent or address the Hearing Administrator. The Advisor's role is limited to providing support to the Respondent by observing or by advising the Respondent in a manner that does not disrupt the conduct proceeding. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in student conduct proceedings.

The Hearing Administrator may temporarily adjourn the informal hearing if the administrator determines that further review or clarification is necessary including, but not limited to, interviewing the Reporter and/or other witnesses.

1. **Joint hearing.** In cases involving more than one Respondent, the administrator may permit the hearing concerning each party to be conducted either separately or jointly.

2. **Information.** The informal hearing provides an opportunity for the Respondent to be heard and to provide information such as written witness statements. The Respondent may accept or deny responsibility for any charges.

3. **Decision.** The Hearing Administrator will determine whether the Respondent is "In-Violation" for any charges. The Hearing Administrator's determination shall be made on the basis of whether it is *more likely than not* that the Respondent violated the *Student Conduct Code.* If the Respondent is found not "In-Violation" for all charges, the process is concluded (except in *03. Personal Abuse* cases where the Reporter also has the right to appeal the outcome). If the Respondent is found "In-Violation" for any charges, the Hearing Administrator will then assign any appropriate sanctions. The decisions and sanctions will be emailed to the Respondent's TCNJ email address after the hearing.

4. **Appeal.** The Respondent (and Reporter in *03. Personal Abuse* cases) may appeal the decision and/or any sanctions issued by the Hearing Administrator in writing to the Director of Student Conduct. (Please see Section *F. Appeals* for more information).

5. **Formal hearing.** If a formal hearing is selected, the Respondent has the opportunity to select an administrative hearing or, in cases that will not result in suspension or expulsion from the College, a Community Standards Board (CSB) hearing. However, in the case of a *03. Personal Abuse* charge, when the administrator selects a formal hearing, they will have the option of selecting either an administrative hearing or, if suspension or expulsion is not within the sanction range, a CSB hearing. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in student conduct proceedings.

6. **Administrative hearing.** An administrative hearing is conducted by a trained faculty or staff member of the College who is selected by the Director of Student Conduct and, when practicable, has not previously served as a Hearing Administrator in a prior conduct process involving the Respondent. The administrator will hear information presented by the Reporter, the Respondent, and any participating witnesses; and will subsequently render a decision and sanctions if appropriate. A Student may appeal the decision of the Hearing Administrator to the Director of Student Conduct.

7. **Community Standards Board (CSB).** The CSB is a Student board chaired by a Student representative and advised by the Assistant Director of Student Conduct. Quorum for CSB includes minimally two Student voting members and one Student chair. The CSB Board may be comprised of up to four voting members and the Student chair who votes only in the case of a tie. The Advisor to the CSB does not vote nor participate in deliberations, but may answer questions regarding *Procedural Standards*, Policy, or sanctioning practices. A Student may appeal the board's decision to the Director of Student Conduct. The CSB will not hear cases that may result in suspension or expulsion from the College should the Respondent be found "In-Violation" for any charges. The CSB may not be available for cases occurring at the end of the semester or during extended breaks such as the summer. In such cases, the Director of Student Conduct will assign the case to an available Hearing Administrator or determine whether the case can wait until a CSB becomes available.

8. **Formal hearing guidelines.** Formal hearings shall be conducted according to the following guidelines.

    a. **Private hearing.** A hearing is conducted in private. The Reporter (in *03. Personal Abuse* cases) Respondent, and in some cases the person bringing the complaint on behalf of the College and Advisor(s) are allowed to attend the entire portion of the board or administrative hearing at which information is received (this excludes deliberations). Admission of any other person to the hearing shall be at the discretion of the board or administrator hearing the case.

    b. **Joint hearing.** In cases involving more than one Respondent, the administrator or board chair may permit the hearing concerning each party to be conducted either separately or jointly.

    c. **Questions.** The Hearing Administrator or board, the person bringing the complaint on behalf of the College, and the Reporter (in *03. Personal Abuse* cases) and Respondent may arrange for witnesses to present pertinent information. The Reporter and the Respondent may suggest questions to be answered by one another and/or one another's witnesses, but the questions must be directed to the chairperson of the board or the administrator of the hearing rather than to the other party or witness directly. The chairperson of the board or the administrator will determine whether questions or potential information are appropriate at their discretion.

    d. **Additional information.** Relevant records, exhibits and written statements (including Student impact statements and/or character statements during the sanction phase) may be accepted as information for consideration by a board or administrator at the discretion of the chairperson or administrator.

    e. **Decline to provide information.** The Respondent (and in *03. Personal*

Abuse cases the Reporter) has the right to decline to provide any written or oral statements, answer questions posed in a hearing, or provide any information on their behalf. However, the hearing board or administrator may draw an adverse inference from the Student's absence of information or refusal to answer questions.

f. **Procedural questions.** All procedural questions are subject to the final decision of the chairperson of the board or administrator.

g. **Majority vote and quorum.** A board will determine by majority vote whether the Respondent has violated the Policy as charged. For any board hearing, a quorum of two voting members is necessary. Quorum is not required for an administrative hearing as the decision is made by the administrator alone.

h. **Basis for decision.** The board or administrator's determination shall be made on the basis of whether it is *more likely than not* that the Respondent violated the *Student Conduct Code.* Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in student conduct proceedings.

i. **Hearing recorded.** Recordings will not be permitted during any phase of the conduct process with the exception of the administrative hearing. There will be a single record, such as a digital audio recording, of all formal hearings. Deliberations will not be recorded. The record will be the property of the College.

j. **Decision in absentia.** If a Respondent, with notice, does not appear for a formal hearing, the Hearing Administrator or board may postpone the hearing or hear the information in support of the charges in the Respondent's absence and will make a decision on the available information.

k. **Special accommodation.** The CSB or administrator may accommodate persons with concerns for the personal safety, well-being, and/or fears of confrontation during the hearing by providing separate facilities or physical dividers, and/or by permitting participation by telephone, videophone/conferencing, videotape, audiotape, written statement, or other viable means as determined by the Director of Student Conduct to be appropriate.

G. Appeal Procedures.

1. **Respondent appeal.** A Respondent is afforded one single opportunity to appeal decisions and/or any sanctions issued by a Hearing Administrator or board within five business days of the date of the written decision. The decision of the administrator reviewing the submitted appeal is the final and conclusive

decision of The College of New Jersey and is appealable only to the New Jersey Superior Court, Appellate Division in accordance with the New Jersey Rules of Court.

2. **Reporter appeal.** A Student who is the subject of a report resulting in a Respondent being charged under *03. Personal Abuse* (see Section *D.3.* under *Violations of Expectations for Student Conduct*) is afforded one single opportunity to appeal decisions and/or any sanctions issued by a Hearing Administrator or board within five business days of the date of written notification of the decision and/or relevant sanctions. The decision of the administrator reviewing the submitted appeal is the final and conclusive decision of The College of New Jersey and is appealable only to the New Jersey Superior Court, Appellate Division in accordance with the New Jersey Rules of Court.

3. **Required format.** All appeals must be in writing, and include any supporting documentation that the Student wishes to be considered. Deference is given to the original Hearing Administrator or board's findings of fact and decision of "In-Violation" and/or any sanctions; therefore the burden of proof is on the Student filing an appeal to sufficiently demonstrate cause to alter procedures, the original decision, or any sanctions. An appeal will generally be limited to a review of the verbatim record of the hearing and supporting documents for one or more of the purposes below, provided however the administrator may request additional information or clarification from the College and/or external investigators, conference administrator, the College administrator preparing the hearing, the Hearing Administrator or board, the Reporter (in *03. Personal Abuse* cases) or Respondent, and/or witnesses for purposes of this review.

    a. **Process review.** To determine whether the hearing was conducted in accordance with published procedures and without bias on the part of the Hearing Administrator or any board member. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

    b. **Information review.** To determine whether there was information presented in the hearing that, if believed by the board or administrator, was sufficient to establish that a violation of the *Student Conduct Code* occurred.

    c. **Sanction review.** To determine whether any sanctions imposed were appropriate for the violation of the *Student Conduct Code* which the Respondent was found to have committed.

    d. **New information.** To consider new information, submitted by the appealing Student within the prescribed five business day period, sufficient to alter a decision or other relevant facts not brought out at the time of the original hearing, because such information was not known to the Student appealing at the time of the original hearing.

4. **Appeal decision.** An administrator reviewing an appeal may make one of the following decisions:

    a. **Affirm.** The administrator may decide to affirm the decision of the original Hearing Administrator or board.

    b. **Alter sanction.** The administrator may alter the sanctions issued by the original Hearing Administrator or board. Alteration of a sanction may include reducing or increasing the sanction or requirements.

    c. **New hearing.** The administrator may determine that a new hearing by a different Hearing Administrator or board is warranted to correct procedural irregularity or to consider new information. A Student may appeal a decision of the new Hearing Administrator or board.

    d. **Remand.** The administrator may direct the original Hearing Administrator or board to review their original decision subject to any instructions from the administrator; and may affirm that decision or render a new decision consistent with those instructions. A Student may appeal a decision made by the original Hearing Administrator or board if there are any changes after the review.

H. Summer, End of Term, and Geographically Remote Cases. The following process will apply for incidents that occur over the summer, incidents that are reported regarding a Student who does not participate in courses on the property of the College, or incidents that are reported near the end of any academic term and are unable to be heard before the last week of classes in accordance with the conduct process.

1. **Minor incident.** For a minor incident (where a finding of responsibility would result in a warning and/or educational sanctions), the Respondent will be asked to submit a statement in writing regarding the incident that may include statements by any witnesses by a prescribed date. The Hearing Administrator, in conjunction with the incident report, will consider this statement. The Respondent will be notified of the HearingAdministrator's decision via electronic Communication. This process will also be utilized to handle such incidents that occur during summer sessions conducted at the College or for minor incidents that occur in a geographically remote location. If the Respondent wishes to appeal the decision of the Hearing Administrator, that individual must do so within five business days of notification of the decision.

2. **Major incident.** For a more serious incident (where a finding of responsibility may result in a status of pending termination of residency; termination of residency; pending suspension; suspension; or expulsion), the Student may choose to respond to the charges in writing (as described above), or to participate in a hearing process in person through existing procedures. The Director of Student Conduct will determine whether this process should take

place during the summer or term of geographically remote course or after classes have reconvened in the following semester. For incidents that occur in a geographically remote location, a hearing with the Respondent or witness(es) present may occur. All such hearings will take place on the property of the College, and the Respondent is financially responsible for any travel costs incurred to attend the hearing. In addition, participation in a hearing by means of technology such as video, telephone, Internet chat, or video may also occur with mutual consent of the Respondent and Reporter (*in 03. Personal Abuse cases*) and the Director of Student Conduct.

I. **Interim Measures/Remedies.** Under certain circumstances (such as *03. Personal Abuse or* Title IX related cases) interim measures may be initiated to protect the safety and well-being of persons involved in an incident or the campus community in conjunction with, or pending the outcome of, a separate behavior review process (such as the *Involuntary Health or Safety Withdrawal Policy*), and/or the investigative or adjudicative processes of the *Student Conduct Code* or *Title IX Policy*. Interim measures may include the following to the extent reasonably available and appropriate:

1. **Interim suspension.** Immediate separation of a Student from the College by the Dean of Students pending an investigation or adjudication. Through the duration of the interim suspension, the Student may be restricted from College property and may be required to provide prior notice and receive approval from the Director of Student Conduct for the purpose of conducting College business. Interim suspension will be imposed only in exceptional circumstances to ensure the health, safety or welfare of members of the College or College property or to ensure the Student's own safety and welfare. Students who have been suspended on an interim basis must have a conduct hearing within a practical period of time after the imposition of the interim suspension. Cases involving interim suspension through the Office of Student Conduct may be forwarded to the College's Behavior Intervention Team for further assessment of threat to self or others under the *Involuntary Health or Safety Withdrawal* policy.

2. **Interim termination of housing**. Immediate removal and prohibition of a Student from College housing by the Director of Student Conduct pending an investigation or adjudication. Through the duration of the termination the Student will be restricted from entering all residential floors in College buildings.

3. **Degree hold.** The awarding of a degree from the College is contingent not only on the completion of academic requirements but also on full compliance with the College's regulations throughout the Student's entire time enrolled, including the period between the completion of academic requirements and graduation. If a Student is scheduled to graduate while there is an open case/investigation into their alleged behavior, the College reserves the right to withhold a Student's degree pending the outcome of the College's investigation

and/or adjudication process.

4. **No Contact Directive**. A no contact directive is an official College directive that serves as notice to an individual that they must not have physical contact with or proximity to, or direct verbal, electronic, or written Communication with another individual or group, nor shall they coordinate indirect Communications with the other individual or group through a Third Party .

5. **Behavior Support Plan**. This is an agreement between the Student and the Office of Student Conduct and/or other appropriate office (including but not limited to Dean of Students Office, Office of Title IX , or Division of Academic Affairs) which outlines expected behaviors to aid in a Student's success. This plan serves as an agreement of understanding between the Student and the College of the Student's duty to meet The College's behavioral expectations. By participating in this plan, the Student acknowledges a commitment to working with a College administrator to establish support(s) and resource(s) on campus with the intention of mitigating disruptive behaviors. *This measure may occur prior to, in conjunction with, or as a sanction resulting from a student conduct investigation or proceeding.*

6. **Academic measures**. This may include assistance in transferring to another section of a course, assistance in requesting withdrawal or an incomplete grade in a particular course, leave of absence or withdrawal from the College, or assistance requesting alternate methods of completing coursework.

7. **Housing measures**. This may include requiring a Student to relocate College housing assignment pending the outcome of a conduct investigation or proceeding. This may also include facilitating changes from a non-campus housing location to alternate housing, or assistance in exploring alternative housing off-campus.

8. **Employment measures**. This may include arranging for alternate College employment, different work shifts, etc.

9. **Other measures/remedies**. Any other measure that may be arranged by the College (to the extent reasonably available) to ensure the safety and well- being of a Student and/or the College community. This may include the use of dispute resolution services such as mediation or restorative practices when appropriate.

J. Sanctioning Practices. The following sanctions, alone or in any combination, may be imposed upon any Student found to have violated the *Student Conduct Code. See also Appendix E for specific sanctioning procedures for selected violations.*

1. **Status Outcomes. A sanction that defines the status of a Student with the College.**

a. **Warning.** A notice in writing to the Student that the Student is violating or has violated institutional regulations and that further violations may result in more severe disciplinary action.

b. **Probation.** This status serves as a disciplinary status assigned to a Student for a specified period of time. While on this status, any further violations of College Policy will result in more severe disciplinary action and may result in additional Administrative Directive Outcomes and/or Suspension. In addition, this status constitutes a disciplinary record that will remain on file with the Office of Student Conduct for five years after a Student separates from the College.

c. **Pending suspension.** The pending suspension status is assigned to a Student for a specified period of time before that person is suspended from the College. While on this status, any further violations of College Policy may result in suspension from the College. This status constitutes a disciplinary record that will remain on file with the Office of Student Conduct for five years after a Student separates from the College.

d. **Suspension.** Termination of course registration and residency (if applicable) from the College after a specific date and for a specified time. Through the duration of the suspension, the Student will be restricted from College property and may be required to provide prior notice and receive approval from the Director of Student Conduct for the purpose of conducting College business. Before a Student may be readmitted to the College after the designated period of time, that person must meet with the Dean of Students to show satisfactory completion of any assigned directives or to discuss stipulated conditions for their return. In addition, this status constitutes a disciplinary record that will remain on file with the Office of Student Conduct indefinitely. Should a Student wish to return to the College after the suspension period, that person must comply with any academic standards and procedures then in effect.

e. **Expulsion.** Permanent dismissal from the College and restriction from College property. This status constitutes a disciplinary record that will remain on file with the Office of Student Conduct indefinitely. Expulsion is the most serious disciplinary action taken by the College and is generally reserved for only those cases of behavioral misconduct in which all the relevant facts and aggravating circumstances support a conclusion that the only reasonable sanction is permanent removal from the College.

f. **Degree revocation.** Permanent revocation of an earned degree from the College and restriction from College property. In addition, this status constitutes a disciplinary record that will remain on file with the Office of Student Conduct indefinitely. Degree revocation is reserved for only those cases of behavioral misconduct that occur while an individual is a Student,

but is not made known to the College until after a degree is earned, and in which all the relevant facts and aggravating circumstances support a conclusion that the only reasonable sanction is permanent revocation of an earned degree from the College.

2. **Educational Outcomes.**

   a. **Restorative practices.** Participation in a discussion by trained facilitators with any persons or departments Harmed and development of a shared agreement of how to correct the Harm. Unlike other sanctions, all participants must voluntarily agree to participate in the restorative process.

   b. **Mediation.** Participation in a mediated discussion with other disputants facilitated by multi-partial, trained mediators with the hope of developing a negotiated agreement serving as resolution to the dispute. Unlike other sanctions, all participants must voluntarily agree to participate in mediation. Mediation may not be available to Students responding to or being found "In-Violation" for physical sexual misconduct.

   c. **Master education plan.** Develop a master education plan with the aid of the Director of Student Conduct and mentor committee, agree to the terms of the plan, and to continuous evaluation.

   d. **Other discretionary sanctions.** Work assignments, essays, presentations, research projects, conduct contracts, service to the College, or other discretionary assignments.

3. **Administrative Directive Outcomes.**

   a. **Administrative relocation of housing.** Administrative transfer of a Student from one campus housing location to another.

   b. **Pending termination of housing.** This status serves as a housing probationary status assigned to a Student for a specified period of time before their housing privileges are terminated. While on this status, any further violations of College Policy may result in termination of housing. In addition, this status constitutes a disciplinary record that will remain on file with the Office of Student Conduct for five years after a Student separates from the College.

   c. **Termination of housing**. Removal of a Student from College housing after a specific date and for a specified period of time. Through the duration of the termination, the Student may be restricted from entering all residential floors in College buildings. Students who are removed from College housing for disciplinary reasons will receive the refund available based on the time of the semester according to the Department of Residential Education and Housing policies and the housing contract. In addition, this

status constitutes a disciplinary record that will remain on file with the Office of Student Conduct for five years after a Student separates from the College.

d. **Loss of privilege**. Denial of any specified privilege for a designated period of time. Examples include but are not limited to: guest privileges, restriction from a College event or program, and/or area or building.

e. **Restitution.** Compensation for loss, damage, or injury to College property. This may take the form of appropriate service and/or monetary or material replacement.

f. **Parental notification.** Notification may be sent to parents or guardians of a Student who is under 18 years of age, or financially dependent on their parents or guardians, depending on the circumstances surrounding the incident. Parents or guardians may also be notified of alcohol and other Drug incidents for Students under 21 years of age, regardless of financial dependency or resulting sanction.

g. **No Contact Directive/Extension of existing No Contact Directive.** This may include a new directive (as described above), or an extension of an original directive with or without altered or additional parameters or instructions. Sanctioned No Contact Directives may only be removed prior to their scheduled expiration (if any) at the discretion of the Director of Student Conduct, and at the written request of all involved persons.

h. **Behavior support plan**. This is a directive to the Student from the Office of Student Conduct and/or in consultation with another appropriate office (including but not limited to Dean of Students Office, Title IX Office, or Division of Academic Affairs) which outlines expected behaviors to aid in a Student's success. By participating in this plan, the Student acknowledges a commitment to working with a College administrator to establish support(s) and resource(s) on campus with the intention of mitigating disruptive behaviors.

K. Disciplinary Record Keeping Practice.

1. **File maintenance.** A Student who is charged with a violation of the *Student Conduct Code* has a file created and maintained by the Office of Student Conduct. Files are maintained for five years after the date the Student separates from the College; however files of Students who have been suspended or expelled are maintained indefinitely.

2. **Privacy/Confidentiality.** The federal Family Educational Rights and Privacy Act of 1974 (FERPA) protects a Student's education records, including student conduct files, from unauthorized disclosure to third parties. A Student must sign a waiver to grant access to their disciplinary record before the College will

disclose information protected by FERPA contained in the Student's records. These confidentiality requirements apply to Students' parents or guardians with the exception of a health or safety emergency, an alcohol or Drug violation, or if the Student is financially dependent on the parents or guardians. Federal law makes exceptions in these cases and does allow the College to share disciplinary information with specific persons. In addition, FERPA allows the College to disclose a Student's education record without prior written consent when the disclosure is to a victim of an alleged perpetrator of a crime of violence or a non- forcible sex offense. The disclosure may include only the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. Furthermore, FERPA permits the College to disclose sanction information to a Student or party who has filed a report of conduct that is a violation under *Personal Abuse* (see Section *D.3.* under *Violations of Expectations for Student Conduct*) when any sanction directly relates to the Reporter. Finally, the College may publicly share with the campus community limited information related to conduct outcomes subject to the limitation set forth under FERPA.

3. **Inspection.** Students may request to inspect or view their disciplinary records in accordance with FERPA. To do so, a Student should make an appointment with the Director of Student Conduct. Records are not immediately available to Students because they must first be reviewed for confidential information regarding other Students, and thus may need to be redacted. Upon request, the Office of Student Conduct may provide Students with copies of redacted incident reports, letters, and any forms or receipts in the Student' s file. Students may make arrangements to review the recording as an element of their education record by making arrangements with the Office of Student Conduct. However, copies or transcripts of any recording will not be provided. Please note that it is not the College 's practice to provide Students with copies of the information listed above during an open or active investigation.

4. **Reporting.** If a Student has given proper permission for the College to share disciplinary information to a Third Party, it is the practice of the College to only disclose a disciplinary file if a Student has ever been placed on a pending termination of housing or pending suspension status, has been removed from housing, or has been suspended or expelled from the College. The College retains discretion to release additional information contained in a Student's disciplinary file if a Third Party requires disclosure of further information, or if a Student separates from the College with any pending student conduct matters. For further information on requesting a disciplinary file please go to the following site: Disciplinary Background Check Information.

5. **Petition for administrative deletion.** Disciplinary records may be administratively deleted upon review and approval by the Dean of Students. When a record is administratively deleted, the information it contains is no longer part of an official disciplinary record. The College is required by law and

College Policy to retain for statistical purposes information regarding certain types of disciplinary violations. Statistical information from deleted files may be retained with the Student's name and Student identification number removed. Administrative deletion affects only information maintained by the Office of Student Conduct. Copies of letters distributed by or to other College departments, incident reports, police reports, and the results of previous background checks reported outside of the Office of Student Conduct are not affected by an administrative deletion. Petitions for an administrative deletion may be made no sooner than one year after the date of the Student's last finding of responsibility from the student conduct process or one calendar year prior to their anticipated graduation, whichever is later. The request must be made in writing to the Dean of Students by submitting the following form. Administrative deletion requests may not be granted for conduct that resulted in suspension or expulsion from the College and may also be denied for conduct that posed a threat to a member of the College community or serious damage to College property.

L. Violation of Law and *Student Conduct Code.* College student conduct proceedings may be instituted against a Student charged with conduct that potentially violates both the criminal law and College Policy without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under these *Procedural Standards* may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the Director of Student Conduct. Prior determinations made or sanctions imposed under these procedural standards will not be subject to change because criminal charges arising out of the same facts giving rise to violation of College rules are later dismissed, reduced, or resolved in favor of the criminal law defendant.

M. Leave of Absence or Withdrawal.

1. Individuals who withdraw or take a leave of absence from the College while a conduct matter or any sanction is pending will have a registration hold placed on their Student account(s) and will be notified of the pending matter and registration hold.

2. If documentation of an incident is brought to the attention of the Office of Student Conduct after an individual separates from the College, but includes conduct that allegedly occurred while an individual was a Student, or conduct that occurred after separation from the College but has an adverse impact on the campus community, the College retains discretion to assign any charges, ban the individual from campus, and/or place a registration hold on the individual's account pending adjudication.

3. The College retains discretion to determine when there is enough information available or it is necessary to adjudicate charges for formerly enrolled Students.

An individual may contact the Office of Student Conduct to request arrangements to adjudicate or dispose of the matter before the registration hold will be released.

The College of New Jersey Board of Trustees
Resolution Approving a Dual Certification Program
Early Childhood Education and Elementary Education

Whereas: The School of Education has proposed the creation of a Post-Baccalaureate Dual Certification Program with Option for M.Ed. in Early Childhood and Elementary Education; and,

Whereas: The proposed program will fill a gap for prospective students by providing them a certificate that gives them the flexibility to teach grades from preschool through grade 6; and,

Whereas: The expansion of preschool in the public schools has increased the demand for teachers with dual certification; and,

Whereas: This program is consistent with the mission of The School of Education and the mission of The College of New Jersey; and,

Whereas: This program has been reviewed and recommended by the Curriculum Committee of the School of Education, the Graduate Studies Council, and the Committee on Academic Programs; and,

Whereas: This program has been reviewed and recommended by the Mission Fulfillment Committee of the Board of Trustees.

Therefore, Be It Resolved: That the proposed Post-Baccalaureate Dual Certification Program with Option for M.Ed. in Early Childhood and Elementary Education be approved.

June 30, 2020

The College of New Jersey

New Degree Program Approval Process Cover Page

Directions: Complete this cover page at Step 5 in the Degree Program Approval Process policy (https://policies.tcnj.edu/?p=215) before sending the proposal to the Steering Committee. Submit as a packet the following documents to the co-chairs of the Steering Committee via email: a cover memo from the dean; this cover page; the degree program proposal; and any additional attachments. The Steering Committee will then forward these materials to the Committee on Academic Programs (CAP) for review. Note: the materials for proposed graduate programs should include documentation of review and recommendation by the Graduate Studies Council, and the materials for proposed teacher education programs should include documentation of review and recommendation by the Teacher Education Council.

Degree Program Title and Designation: ECE-ELE Post-Baccalaureate Dual Certification Program with Option for M.Ed. in Early Childhood and Elementary Education

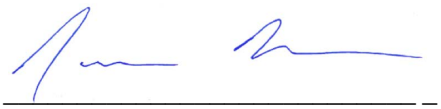
Home School: School of Education

Home Department: Dept. of Elementary and Early Childhood Education

Contact Person for Information about this Proposal: Drs. Arti Joshi & Jody Eberly

Proposed Semester/Year for Program to Begin: Summer 2020

Briefly describe the proposed program. If applicable, list other departments and schools with courses included in the program: The Department of Elementary/Early Childhood Education proposes the creation of a new post-baccalaureate dual certification program in Early Childhood (P-3) and Elementary Education (K-6). This new program will differ from our current MAT programs in the following ways: a) creating a certificate program (fewer credits than a MAT – 27 credits versus 36 credits); b) offering both early childhood and elementary certification in one program; and c) providing an option to add an M.Ed. in Early Childhood and Elementary Education following completion of the dual certification program. By creating a post-baccalaureate dual certification program with an option to add courses to complete an M.Ed, the proposed program will fill a gap for prospective students who are interested in teaching the younger ages by providing them a certificate that gives them the flexibility to teach grades from preschool through grade 6. The program includes one course as part of the dual certification RDLG 537 which is offered in Dept. of Special Education, Language and Literacy. Additional courses that are offered as options for M.Ed. track are also offered in the Dept. of Special Education, Language and Literacy.



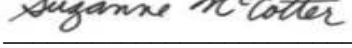
Department Chair James Beyers

March 31, 2020

Date

School Curriculum Committee Chair

Date



Dean

April 10, 2020

Date

Consultation with Affected Units:

For undergraduate degree proposals, include a signature from the associate provost of liberal learning indicating that the proposed curriculum meets the Liberal Learning requirements as of the date signed.

_____ _____

Associate Provost for Curriculum and Liberal Learning Date

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

T. Y _____ 4-13-20

Vice Provost and Dean of Graduate Studies Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

Taras Pavlovsky _____ April 13, 2020

Dean of the Library Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

_____ _____

Department Chair Date

_____ _____

Date

_____ _____

Date

_____ _____

Dean Date

_____ _____

Date

_____ _____

Date

Final Steps in the Approval Process

After review through college governance, the Steering Committee will forward CAP's recommendation to the provost and president, who will submit the proposal to the Board of Trustees for review and approval. Before a new degree program may be implemented, it must be reviewed by the Academic Issues Committee of the New Jersey Presidents' Council and approved by the New Jersey Presidents' Council.

The Department of Elementary/Early Childhood Education proposes the creation of a new post-baccalaureate dual certification program in Early Childhood (P-3) and Elementary Education (K-6). We currently offer two distinct MAT programs each with separate certifications in Early Childhood and Elementary Education; however, we propose streamlining our graduate programs by replacing the current MAT programs with the proposed program. This new program will differ from our current MAT programs in the following ways: a) creating a certificate program (fewer credits than a MAT – 27 credits versus 36 credits); b) offering both early childhood and elementary certification in one program; and c) providing an option to add an M.Ed. in Early Childhood and Elementary Education following completion of the dual certification program. This move would help fulfill Strategic Priority III (Strategic Plan) of promoting our college's distinctive identity at the programmatic level by fulfilling this unique niche of a dual certification program.

As outlined in the values under the strategic plan, we at the department level have been engaged in ongoing self-reflection in assessing the quality of our programs, both in terms of academic rigor and fiscal responsibility. Based on this self-reflection over the past few years it was evident that our MAT graduate programs needed to be redesigned. The Department of Elementary and Early Childhood Education has offered graduate programs for initial certification (Masters of Arts in Elementary Education and Masters of Arts in Early Childhood Education) for over 16 years (since 2002). For many of those years the enrollment and graduate rates were robust. Our MAT program has been noted for its high quality and competitive program offerings with neighboring peer institutions. However, within the past several years with the changing economy, the cost of graduate school, particularly degree programs, has increased making it less feasible and attractive for many potential candidates. Given this trend, our program enrollment and graduate numbers decreased substantially. Looking at data from 2014- to 2018, for both the Elementary MAT and the Early Childhood Education programs, the number of applications and admits dropped over the years.

Plan Code	Plan Description	Admissions Academic Year	Applied	Offered Admission	Deposited
ELEC_MAT01	Elementary Education	2014-2015	29	21	13
	Elementary Education	2015-2016	25	20	14
	Elementary Education	2016-2017	16	9	7
	Elementary Education	2017-2018	18	6	5

Plan Code	Plan Description	Admissions Academic Year	Applied	Offered Admission	Deposited
ELEC_MAT02	Early Childhood Education A	2014-2015	17	11	10
	Early Childhood Education A	2015-2016	7	5	3
	Early Childhood Education A	2016-2017	10	9	9
	Early Childhood Education A	2017-2018	4	2	2

A careful study of the graduation rates also indicated a steady decline in our program graduates.

Program / Year	ELE MAT	ECE MAT	
		Option A	Option B
2007-2008	20	3	-
2008-2009	22	3	-
2009-2010	29	4	3
2010-2011	22	1	0
2011-2012	16	2	1
2012-2013	12	11	2
2013-2014	8	7	2
2014-2015	12	11	1
2015-2016	14	2	3
2016-2017	5	5	3
2017-2018	4	4	1

With these low numbers it has been difficult to maintain a healthy cohort for offering courses within the program on a regular basis and has become difficult to sustain the programs fiscally and in terms of faculty loads.

At the same time employers' demand and interest in our program graduates have remained consistent. Anecdotal records from both schools (who typically hire our graduates) and prospective applicants indicated the quality and high standards of our teacher preparation program. Therefore, it was deemed necessary to redesign our graduate offering to make it more competitive and fiscally sound, which can be accomplished by creating a post-baccalaureate certificate program that offers dual certification in both elementary and early childhood education. Another rationale for the development of this post-baccalaureate dual certification program is to combine our resources for fiscal stability. This would align well with our strategic plan to develop targeted graduate programs.

By creating a post-baccalaureate dual certification program with an option to add courses to complete an M.Ed, the proposed program will fill a gap for prospective students who are interested in teaching the younger ages by providing them a certificate that gives them the flexibility to teach grades from preschool through grade 6. This is especially pertinent in the current time where Departments of Education in many states

across the country are promoting the idea of integrating preschools within the public-school domain, thus making our program graduates more marketable. Our program will not only meet the needs of future teacher candidates by making them highly marketable as dual certified teachers, we will also ensure that our courses run with more robust numbers. Additionally, it will make our program appealing and cost effective for potential students, making our TCNJ program an attractive choice.

2) Evaluation and Learning Outcomes Assessment Plan

Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP) and through their individual Specialized Professional Association (SPA). The SPA for this program would be National Association for Education of Young Children (NAEYC) and CAEP's Elementary Education Standards.

As per the College's procedures for program strategic planning and periodic review, the program will engage in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and analysis of assessment data.

Assessment of Student Learning Outcomes at Course/Program Level

Program Goals: Consistent with The College of New Jersey's clear public service mandate, the School of Education is committed to preparing exceptional teachers and clinicians. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow, and deserve teachers who respect their individual needs and circumstances while striving to give them the knowledge and skills to be successful in the larger society.

Through ongoing partnerships with our colleagues in K12 education and state government, faculty of the School of Education remain dedicated to the core mission of producing high-quality professionals who possess solid content knowledge, demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their schools and clinics.

Students graduating from the proposed post-baccalaureate dual certification program will be dual certified to teach Early Childhood and Elementary Education. The program is designed to prepare the teacher candidates to effectively meet the needs of all students, preschool through 6th grade. Teachers who have successfully completed the program will have the content knowledge, pedagogical mastery, practical experience, and flexibility to adapt to a wide variety of classroom contexts, and will demonstrate best practices in differentiating teaching for diverse learners.

1. Alignment with CAEP

Teacher preparation programs in the School of Education participate in a cycle of planning and assessment through the Council for the Accreditation of Educator Preparation (CAEP), which accredits the program, and through their individual Specialized Professional Association (SPA). The SPA for this program would be CAEP

for Elementary Education and National Association for Education of Young Children for Early Childhood Education.

TCNJ completed its final NCATE review before its transition to CAEP in 2015 where the School of Education retained its accreditation. The next CAEP review will occur in Fall 2022. We hope to complete the "CAEP Program Review" option with available data since we hope the program will be initially offered by Summer 2020.

As students progress through the program, the program coordinator will track student outcomes using LiveText, disaggregating data from other graduates in the School of Education graduate programs, drafting reports to the accrediting agency, and general oversight of the program. The program will rely on a variety of data sources to ensure alignment with the most recent CAEP standards for accreditation:

Standard 1 – Content and Pedagogical Knowledge. *The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.*

- The program plans to utilize data generated and input into LiveText to disaggregate student-level data to gauge student performance, evaluate the effectiveness of specific courses, and the overall quality of the program.

Standard 2 – Clinical Partnerships and Practice. *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.*

- The program will build upon the effective field experiences and clinical practices that exist within the Elementary and Early Childhood Education programs.

Standard 3 – Candidate Quality, Selectivity, and Recruitment. *The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.*

- See the section titled *Program Entrance, Retention, and Exit Standards* for description of measures used for recruitment and support of candidates.

Standard 4 – Program Impact. *The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and*

schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

- The Office of Career Services at TCNJ will work with the State of New Jersey to compile both quantitative and qualitative data relating to teacher satisfaction and assessment of teacher effectiveness among graduates of the program.

Standard 5 – Provider Quality Assurance and Continuous Improvement. *The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.*

- As per the College's procedures for program strategic planning and periodic review, the major will engage in a cycle of planning and assessment consisting of self-study and external review, revision of a strategic plan, development or revision of an assessment plan, and annual collection of and analysis of assessment data. The major, as outlined in the following pages, will also meet all of the College's Liberal Learning goals and objectives (https://liberallearning.tcnj.edu/).

2. Student Learning Goals:

The following five principles form the framework for the learning goals of the proposed program. Students graduating from the program will be able to:

1. Demonstrate Subject Matter Expertise

   Develop a solid base of knowledge in such areas as literacy, numeracy, child development, learning theory, exceptionality, and pedagogical techniques. All teaching candidates who complete their programs at The College of New Jersey eligible are to be considered "highly qualified."

2. Demonstrate Excellence in Planning and Practice

   Develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. Possess an in-depth understanding of human growth and development in order to make developmentally appropriate decisions. Adopt a social-constructivist perspective of learning and understand its implications for student-centered planning. Scaffold learning experiences, and use a wide repertoire of instructional strategies, including appropriate use of current technology.

3. Demonstrate a Commitment to All Learners.

   Implement the principles of culturally responsive teaching and differentiated instruction, and understand the importance of partnerships with families, community members, and other professionals to address

students' diverse needs. Experience diverse teaching/clinical settings in their programs at TCNJ and be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

4. Demonstrate a Strong, Positive Effect on Student Growth.
   Understand how to accurately assess learners' strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data driven instruction or interventions. Demonstrate an ability to effectively communicate information to a variety of audiences, including parents and guardians.
5. Demonstrate Professionalism, Advocacy, and Leadership.
   Demonstrate a commitment to on-going development of theoretical knowledge and practical skills throughout candidates' professional career. Understand the importance of educational research, professional development, and reflective practice. Understand how to advocate for the needs of students, peers, and the educational profession in both local and broader contexts.

In addition, the proposed program will satisfy the following **Middle States** student learning outcomes:

- *Critical Reasoning and Research Skills*
- *Written and Oral Communication*
- *Information Literacy Skills*
- *Technology Fluency*

3. Student Learning Outcomes:

These student learning outcomes, consistent with the New Jersey Professional Standards for Teachers, will be met through coursework and experiential learning. Formative and summative assessment will be conducted throughout the course of studies to ensure students meet standards and competencies specified for the courses and program. These assessments include:

- Course embedded assessments including objective and subjective exams, written assignments and projects evaluated by a rubric
- Research papers and presentations, including literature reviews, and action research projects
- Classroom observations and written reports, including analytical reflections on best practices
- Field-based, supervised clinical teaching experiences

Performance Assessment for Teacher Certification

Successful completion of the edTPA performance assessment is required for all candidates seeking a certificate of eligibility with advanced standing in NJ after September 1, 2017. The structure in place in the current Elementary and Early Childhood Education Program will be adopted to meet the needs of students who will complete the edTPA.

Elementary and Early Childhood education takes several steps to support teacher candidates (TCs) as they develop their edTPA portfolios. During both the Clinical I and Clinical II experiences, students are enrolled in discipline specific courses (the methods and capstone courses respectively), which will focus on the content and skills needed to address the edTPA requirements. At the start of Clinical II, TCs take part in a two-day boot camp. During this boot camp, they reflect on their educational philosophy and the research/theory that supports their philosophy. This provides a strong foundation on which TCs can build their edTPA work. During the boot camp, TCs review the edTPA portfolio tasks that they have been exposed to in their Clinical I experience. They work with professors to analyze sample edTPA portfolios as compared with the demands stated in the handbook and the rubrics, and they take a deep dive into academic language. Finally, TCs attend a presentation by the certification officer on attaining parental consent for student in their class to be videotaped, registering for TCNJ video equipment, and best practices for videotaping.

Throughout the semester, capstone professors ensure that TCs understand the demands of each task. TCs also attend three writing days and an upload session at which the certification officer reminds them of all of the required elements of each task and provides technological support for students who are accessing the LiveText database and submitting their final portfolios.

Early Childhood-Elementary Dual Certification Core Curriculum Mapped with **Interstate Teacher Assessment and Support Consortium Standards,**
New Jersey Professional Standards for Teachers, & CAEP 2018 K-6 Elementary Teacher Preparation Standards for (Initial Teacher Preparation)

CAEP 2018 K-6 Elementary Teacher Preparation Standards (ITP) Revise for detail		Elementary 1.a, 1.b	Elementary1b, 1.c	Elementary 2a, 2.b, 2.c	Elementary 2.b, 2.c, 2.d, 4.c	Elementary 3.a, 3.b, 3.c	Elementary 3.c, 3.d, 4.a	Elementary 3.c, 3.f,4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g	Elementary 5.b, 5.c	Elementary 1.c, 5.a, 5.c
NAEYC Standards for Early Childhood Preparation Programs	NAEYC: 1	NAEYC: 1	NAEYC: 2	NAEYC: 5	NAEYC: 5	NAEYC: 3	NAEYC: 4	NAEYC: 4	NAEYC: 6	NAEYC: 2, 6
New Jersey Professional Standards for Teachers	NJPST:1	NJPST:2	NJPST:2, 3	NJPST:4, 5	NJPST:5	NJPST:6	NJPST:7	NJPST:8	NJPST:9	NJPST: 10. 11
Interstate Teacher Assessment and Support Consortium	**InTASC: 1**	**InTASC: 2**	**InTASC: 3**	**InTASC: 4**	**InTASC: 5**	**InTASC: 6**	**InTASC: 7**	**InTASC: 8**	**InTASC: 9**	**InTASC: 10**
I SUMMER										
EPSY 523: Advanced Child and Adolescent Development										
SPED 605: Language/Reading Strategies for Students w/Disabilities RDLG 537: Literacy Strategies, Assessment and Instruction in Reading										
II FALL										
EDUC 694: Internship I										
ECED 620: Multicultural and Social Foundations of Emergent and Early Literacy										
ECED 504: Teaching Young Children: Creating and Sustaining Classroom Communities										
ELEM 522 Methods of Teaching Science and Mathematics in an Inclusion Classroom										
III SPRING										
ELEM 695 Internship II (Clinical Experience II)										
ELEM 690: Student Teaching Seminar in Elementary Education EDUC 211:										
ECED 560: Curriculum Experiences for Young Children in Inclusive Classrooms										

This alignment matrix is offered as a guide to provide a broad overview of the connections between the edTPA Common Architecture, and the NAEYC Standards for Early Childhood Preparations Programs, InTASC Model Core Teaching Standards, and the CAEP 2018 K-6 Elementary Teacher Preparation Standards. This does not capture the complexity and depth of these standards in their entirety.

edTPA Task 1 Rubrics	**CAEP**	**NAEYC**	**InTASC**	**2018 K-6 Elementary Teacher**
1 Planning for the Whole Child	1.1, 1.2, 1.4 1.5, 3.3	1, 2	2, 3, 4, 7, 8	1.a, 1.b
2 Planning to Support Varied Learning Needs	1.1, 1.2, 1.4 3.3, 3.6	1, 5	1, 2, 4, 7, 8	1.b, 1c
3 Using Knowledge of Children to Inform Teaching and Learning	1.1, 1.2, 1.4 1.5, 3.3	1, 2, 3, 4, 5	1, 2, 4, 7	1.b, 1c
4 Identifying and Supporting Language Development	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.5, 3.6	1, 2, 3, 4, 5	1, 2, 4, 5, 8	4.a, 4.b, 4.c, 4.f, 4.g
5 Planning and Assessment to Monitor and Support Children's Learning	1.1, 1.2, 1.4 1.5	3	1, 6, 8	3.a, 3.b, 3.c, 3.d
edTPA Task 2 Rubrics	**CAEP**	**NAEYC**	**InTASC**	**2018 K-6 Elementary Teacher**
6 Learning Environment	1.1, 1.2, 1.4 1.5, 3.3, 3.6	1, 5	2, 3, 8	1.b, 1.c
7 Engaging Children in Learning	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.5, 3.6	1, 5	2, 3, 4, 5, 8	3.a, 3.b, 3.c, 3.d
8 Deepening Children's Learning	1.1, 1.2, 1.3 1.4, 1.5, 3.5	1, 5	3, 4,5, 8	4.a, 4.b, 4.c, 4.f, 4.g
9 Subject Specific Pedagogy	1.1, 1.2, 1.3 1.4, 1.5, 3.5	5	3, 4, 5, 8	2.a, 2.b, 2.c, 2.d
10 Analyzing Teaching Effectiveness	1.1, 1.2, 1.4 1.5, 3.3, 3.6	5, 6	9	3.a, 3.b, 3.c, 3.d
edTPA Task 3 Rubrics	**CAEP**	**NAEYC**	**InTASC**	**2018 K-6 Elementary Teacher**
11 Analysis of Children's Learning	1.1, 1.2, 1.4 1.5, 3.6	3, 4, 5	6	3.a, 3.b, 3.c, 3.d
12 Providing Feedback to Guide Learning	1.1, 1.2, 1.4 1.5, 3.6	3, 4, 5	6	4.d
13 Children's Use of Feedback	1.1, 1.2, 1.4 1.5, 3.6	3, 4, 5	6	4.c
14 Analyzing Children's Language Development	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.6	3, 4, 5	1, 2, 4, 5	

15 Using Assessments to Inform Instruction	1.1, 1.2, 1.3 1.4, 1.5, 3.3 3.5, 3.6	3, 4, 5	6, 7, 8, 9	3.a, 3.b, 3.c, 3.d, 3.e, 3.f

c. Relationship to Institutional Strategic Plan and Impact on its own Offerings

The guiding framework for all of the academic programs at the School of Education (SOE) is a commitment to educating teachers, counselors, and school administrators who are agents of change for children and communities and who demonstrate all of the following competencies:

- ➢ Expertise in their chosen subject matter
- ➢ Excellence in curriculum planning and practice
- ➢ A commitment to all learners
- ➢ A strong, positive effect on student growth
- ➢ A foundation for professionalism, advocacy, and leadership

The school offers 4-year undergraduate programs, 5-year integrated BS and MAT programs, and master degree programs. The proposed dual certification program in Early Childhood and Elementary Education would help to support the mission and the strategic goals of the SOE by offering a coherent program that provides students with the knowledge and skills to be successful P-6 teachers.

Relationship to Institutional Strategic Plan and Priorities

College-wide Strategic Plan		**How the program meets priority:**
TCNJ Strategic Priorities	**TCNJ Strategic Goals**	

Priority 1: *Attract and retain talented students, faculty, and staff into a diverse, inclusive, and healthy campus.*	*1. Make inclusiveness and diversity a part of planning and daily operations*	➢ The ECE/ELE certification program will support this goal by attracting more students who are interested in majoring in elementary or early childhood education by providing them both certifications thereby supporting a college community that is more knowledgeable about issues of inclusivity and empathetic towards needs of students from preschool to grade 6. ➢ Diversity & inclusiveness efforts as part of coursework & curriculum
	3. Improve retention of faculty, staff, and students.	➢ Currently the only option for TCNJ prospective graduate students who want to major in elementary or early childhood education is to apply for a separate master's degree program. ➢ The creation of a certificate with dual certification in ECE and ELE would provide prospective students with both certification in a cohesive program with 27 credits making it cost and time efficient. In addition, after graduating from the certification program, students would have the option of obtaining an M.Ed. with an addition of only 9 credits.
Priority 5: *Achieve a sustainable financial model that allows the college to realize its vision while maintaining quality and affordability for the students it serves.*	*2. Guided by a comprehensive enrollment plan that addresses undergraduate, graduate and continuing education, grow net tuition revenue by growing targeted enrollments*	➢ The creation of a certificate with dual certification in ECE and ELE would provide prospective students with both certification in a cohesive program with 27 credits making it cost and time efficient. In addition, after graduating from the certification program, students would have the option of obtaining an M.Ed. with an addition of only 9 credits.

d. Need

1. There has been a demonstrated interest from prospective students. Faculty members who attended Graduate open houses and other events all report that they receive numerous inquiries from students about whether TCNJ offers a certificate-only program for both Early Childhood and Elementary Education.

2. The Early Childhood coordinator receives inquiries (maybe 6-8 a semester) from teachers who hold K-6 certification asking how they could add P-3 certification. They ask this because positions become available in their school districts for preschool classes and they aren't qualified. Therefore, having dual certification is an advantage. Currently, within New Jersey, to add P-3 to an existing K-6 certification requires 24 credits of graduate level work.

3. New Jersey is currently expanding preschool in the public schools, which will mean many new preschool positions and having both P-3 and K-6 certifications will be an advantage for new teachers (and principals and districts who want to hire teachers who can teach multiple levels). In 2014, NJ received a 4- year preschool expansion grant from the federal government. Current NJ governor has also demonstrated a commitment to expanding high quality preschool programs. With this grant, 17 communities were to be added to the existing 35 school districts and would provide funding to providers for hiring of certified preschool teachers. (https://www.nj.gov/education/ece/psexpansion/).

4. Program coordinators and faculty on a regular basis receive positive feedback about the comprehensive nature and high quality of our teacher preparation program and their consistent willingness to hire our graduate students. Thus, the demand for our graduates/alumni has remained strong over the years and therefore offering dual-certification program in the Early Childhood and Elementary grades would provide a good market for our prospective students.

5. Currently there are only two peer institutions in New Jersey that offer a program that integrates the two disciplines in a post-baccalaureate program that leads to both Early Childhood and Elementary certifications. Rutgers University offers a 5- year program with an M.Ed. with certification in Elementary education and a p-3 certification (72 credits), while Monmouth University offers a MAT program (39 credits). Neither offers a certificate-only dual certification program leading to P-3 and K-6 certifications. If the proposed program is approved, TCNJ will be the first and only New Jersey institution of higher education to offer a post-baccalaureate dual certificate program designed to prepare highly qualified teachers prepared to teach any grade from preschool to sixth grade.

e. Students

The enrollment goal for this new degree program would be about 15-20 students per cohort. Students would be recruited through the College's ongoing processes and would be assisted by a web page on the EECE department's site and the graduate office program site. The Office of Graduate Admissions works diligently to attract, enroll, and retain a diverse student population.

f. Program Resources

Faculty and Support of Instruction:
The proposed program options will utilize faculty and adjuncts from the Department of Elementary and Early Childhood Education and the Department of Special Education, Language and Literacy. Dr. Jody Eberly and Dr. Arti Joshi, faculty members of EECE, have extensive experience with Early Childhood and Elementary Education and have

been instrumental in developing the proposed dual certification program. They, along with faculty members of the EECE and SELL Departments will teach the courses in the proposed program. Since the courses in the proposed program are existing courses, no new faculty is needed. In fact, this program should help boost enrollment in the courses since they will be taken by candidates who would otherwise be in two different MAT programs (the MAT in Early Childhood and the MAT in Elementary Education).

Courses in the Major	Current # of Sections	Additional Sections Needed
Course Sequence		
EPSY 523	2/year	0
RDLG 537/SPED 605 Language Arts Literacy	1/year	0
ELEM 694 Internship I.	1/year	0
ECED 620 Multicultural & social foundations of emergent & early literacy	1/year	0
ECED 504: Teaching young children: creating & sustaining classroom communities	1/year	0
ELEM 522 Methods of teaching Math& Science in an inclusive classroom	1/year	0
ELEM 695 Internship II.	1/year	1 field supervisor per student
ELEM 690 Student teaching seminar	1/year	0
ECED 560 Curriculum experiences for young children in inclusive classrooms	1/year	0
EDFN 508 Research Methods	1/year	0
ECED 687 Faculty student mentored research	1/year	0
ESLM 577 Sociolinguistics and Cultural foundations	1/year	0
Any one of the following: EDUC 513 Collaboration, Consultation and Partnerships EDUC 614 Creating and Sustaining Classroom Communities	1/year	0
ELEM/ECED 700: Comprehensive Exam	2/year	0

Additional Equipment, Laboratory Support, Computer Support, Facilities

Library resources are adequate because existing programs in the EECE and SELL Departments have been ordering texts and media resources related to the above topics for several years. No new resources or changes in budget requirements would be needed.

Equipment, Laboratory Support, and Computer Support: TCNJ has long recognized the value of computer technology in higher education and has invested tens of millions of dollars in installing and maintaining state-of-the-art computer labs and a high-speed fiber optic network. All classrooms in the new Education Building have been wired as "smart" classrooms, and one of the new classrooms was designed as an early childhood model classroom. The college also has extensive software collections that dovetail nicely with the proposed new programs. No new resources or changes in budget requirements would be needed.

Facilities: No additional facilities will be required. The new School of Education building, which houses a state-of-the-art computer lab, the STEM classroom and the new Early Childhood Model Classroom, along with other existing classrooms across campus, will provide adequate spaces for the proposed programs. No new resources or changes in budget requirements would be needed.

4. Degree Requirements

In addition to completing the coursework in the proposed programs, all candidates in the proposed programs will have completed a Bachelor's Degree with 3.0 cumulative average and at least 60 credits of liberal learning with at least 2 courses in Math, 2 courses in Science, 2 courses in English, and 2 courses in Social Studies (at least one Social Studies course must be a U.S. History course). Candidates will need to demonstrate Basic Skills competency, as required by the NJDOE, through PRAXIS Core, GRE, SAT or ACT scores.

Education Courses: In designing the proposed new program, only existing courses are utilized. The courses were chosen based on requirements to meet accreditation and NJDOE requirements. They are courses from the existing MAT in Early Childhood and MAT in Elementary Education. The dual certification program will consist of nine 3-credit courses and candidates may opt to complete three additional 3-credit courses to add an M. Ed in Early Childhood and Elementary Education, thus making the Masters option the same number of credits as our current MAT programs in Early Childhood and Elementary Education.

Field (Clinical) Experiences: The field experiences in the dual certification program will mirror the field experiences in the two existing MAT programs in Early Childhood and Elementary Education. Candidates will begin the program in the summer with two courses, a child and adolescent development course and a reading course. The child and adolescent course does not have a traditional field experience; however, candidates spend a substantial amount of time observing a child for a child study. This is consistent with both existing MAT programs. In the Fall, candidates engage in their first significant clinical experience in EDUC 694 Internship I. In the Spring, candidates engage in the second major clinical experience in Internship II (student teaching). In addition, candidates will engage in minor field experiences requiring candidates to observe and teach students in early childhood or elementary classrooms in ECED 560 and ECED 620.

After completing the dual certification program, candidates will have the option to take 3 additional 3-credit courses to earn an M.Ed. in Early Childhood and Elementary Education. Candidates will have some options with respect to these three additional courses.

Sample course sequence shows the proposed dual certification program and the optional courses to add the M.Ed.

Sample Course Sequence

Certification program requirements: 27 credits		
Semester/ Course	Credits	Other notes
I. Summer	**6**	**Blended/ Online**
1. EPSY 523 Advanced child & adolescent development	3	Summer session 2. (25 hrs. of "field")
2. RDLG 537/SPED 605 Language Arts Literacy	3	Meets literacy 1 req. (25 hrs. of "field")
II. Fall	**12**	**Face to face**
3. ELEM 694 Internship I.	3	½ preK and other ½ elementary placement
4. ECED 620 Multicultural & social foundations of emergent & early literacy	3	Meets literacy 2 req.
5. ECED 504: Teaching young children: creating & sustaining classroom communities	3	With content covered till elementary grades
6. ELEM 522 Methods of teaching Math & Science in an inclusive classroom	3	
III. Spring	**9**	**Face to face**
7. ELEM 695 Internship II.	4	
8. ELEM 690 Student teaching seminar	2	
8. ECED 560 Curriculum experiences for young children in inclusive classrooms	3	With content covered till elementary grades
M.Ed. option- additional 9 credits (total of 36 cr.)		
1. EDFN 508 Research Methods Or D 687 Faculty student mentored research	3	
2. ESLM 577 Sociolinguistics and Cultural foundations	3	
3. SPED elective choice: (pick one) EDUC 513 Collaboration, Consultation and Partnerships EDUC 614 Creating and Sustaining Classroom Communities	3	
4. ELEM/ECED 700 Comprehensive exam	0	

Introductory Course: Knowledge Level
EPSY 523: Advanced Child and Adolescent Development This course is designed to provide practicing and pre-service teachers with opportunities to examine human growth and development issues as they are directly tied to the improvement of instruction and learning in multicultural settings. Effective educators possess understanding of, and the abilities to critique and appropriately apply, the most current knowledge base and theories of child growth and development. Students in this course will be presented with opportunities to enhance their knowledge base and their critiquing and application skills so as to increase their efficacy in the teaching-learning scenario. Students in this course will be required to participate in the professional tasks of consuming, assessing, applying, and/or creating knowledge of ¿how¿ students grow and learn. Through case analyses, discussions, lectures, role-playing, action research, and group activities, students will apply a variety of theoretical concepts relative to the physical, cognitive, language, and psychosocial development of humans, with emphasis on early childhood through early adolescent youth (PK/8).
RDLG 537/SPED 605: Language Arts Literacy: Examination of the interrelationships among the language arts; learners' language abilities and needs; instruction in word recognition, comprehension, study skills, content area reading; the organization of the reading program; and parental involvement.
Intermediate: Supported Application and Knowledge Synthesis Level
ECED 620: Multicultural and Social Foundations of emergent and early literacy: An advanced course devoted to an in-depth study in emergent and early literacy in a multicultural context.
ECED 504: Teaching young children: creating & sustaining classroom communities Review of the development of preschool education, characteristics of young children, basic practices in early childhood teaching, and recent trends and issues. Importance of experiences in guiding learning, observation, and participation
ELEM 522 Methods of teaching Math & Science in an inclusive classroom: This course focuses on the curriculum and methodology for teaching science and mathematics in inclusive classrooms, with an emphasis on methods for special educators who are meeting the needs of children with disabilities or learning challenges. It examines the elementary school science and mathematics curriculum, how children learn science and mathematics, and methods and strategies appropriate for teaching topics in these areas to students with special needs. It develops skill in providing constructivist, inquiry-based instruction for all students and in assessing their understanding of content.
ELEM 694: Internship/ Clinical experience I The Internship I experience will revolve around observation and limited teaching in a school classroom two full days a week for eight weeks under the guidance of a college supervisor. It will include weekly seminar meetings for one month prior to the classroom experience and a concluding seminar. Topics discussed include aims and objectives of educational programs, lesson and unit planning, methods of

teaching and styles of learning, school curriculum, classroom management, and assessment of student progress.

Advanced Level: Instructional Design and Implementation

ELEM 695 Internship II (Clinical Experience II)
The Internship II experience will be a full semester. The intern will gradually assume responsibility for planning, teaching, and directing the learning activities of the class, culminating in a minimum of two weeks of full-time classroom teaching. Each intern will be supervised by college supervisors and a cooperating teacher(s).

ELEM 690: Student teaching seminar
This seminar will expose participants to a range of interesting topics across the disciplines. Sessions will be offered primarily by guest experts who will share their passion for their topics and give participants learning opportunities similar to those they should be providing their own elementary school students.

ECED 560: Curriculum experiences for young children in inclusive classrooms
Basic concepts underlying a desirable curriculum for young children. The role of the teacher in curriculum planning. Emphasis upon the major curriculum areas.

Advanced Level: Analysis and research

EDFN 508: Research methods:
This course is intended to (a) familiarize students with basic research concepts and their application within the field of education, (b) aid students in becoming well informed consumers of research, (c) highlight the tension between methodological ideals and real-world data collection basic, (d) demonstrate how data can be used to inform school administrative, curricular and pedagogical practices, (e) provide students the opportunity
Or ECED 687 Faculty student mentored research:
This course provides the opportunity for a small group of students to work together with a faculty member on a collaborative project, or a series of related projects, that are part of a faculty member's ongoing research or scholarly program.

ESLM 577 Sociolinguistics and Cultural foundations
This course provides an introduction to sociolinguistics and cultural foundations of second language education. We focus on what it means to engage in culturally responsive classroom teaching and the role and nature of culture in the second language context. Topics we explore include: multilingualism, English as a lingua franca, language variation, racism, immigration, gender, speech acts, pragmatics, intercultural pragmatics, communicative competence, among other topics. We also keep up-to-date with latest trends in applied linguistics, such as Conversation Analysis (CA) and its contribution to second language pedagogy.

1. ***SPED elective *any one)***

EDUC 513 Collaboration, Consultation and Partnernships: This course focuses on methods and approaches to facilitating partnerships for planning and decision making within educational and habilitative systems. Collaborative teaming

skills and productive planning processes on behalf of children with disabilities will be developed. Students will be guided through a series of lectures, readings, and -activities that are designed to facilitate the basic understandings of the following: (1) parameters of collaborative teams and transdisciplinary approaches; (2) characteristics of effective teams, including membership, roles, responsibilities, and processes; (3) effective communication and conflict resolution among team members; (4) creative problem-solving and decision-making processes; (5) evaluating outcomes and change; and (6) the unique attributes of school-agency-family collaboration. This course is designed to provide experiences in skill development in a wide variety of approaches to team participation and facilitation. It is expected that the students will demonstrate these skills within their professional environment.

EDUC 614 Creating and Sustaining Classroom Communities: This course will expose students to research-supported "best practices" in the areas of schoolwide behavior supports, classroom-wide behavior supports, individualized behavior supports, as well as inclusion. The course promotes the development of a position of inquiry toward behavior that is reflective, proactive, and non-aversive. The emphasis is not merely on reactive or deceleration-oriented approaches toward behavior but on prevention and quality-of-life changes. Students will develop varied skills, such as the ability to analyze the various models that are currently used; observe varied classroom- and school based-settings; use discipline-based tools of inquiry such as a functional behavioral analysis; identify strategies of instruction and classroom organization that create inclusive classroom communities; and widen their knowledge with respect to the best practices that are currently recognized as being effective. The discussions and experiences in this course should enable students to define their own position with respect to challenging behaviors by the end of the course. Discussion of student observation journals, case studies, video analysis, and other problem-solving exercises will be an ongoing part of this course.

Program Entrance, Retention, and Exit Standards

Admission Requirements: Bachelor's degree from an accredited or approved institution Min 3.0 GPA. Passing score on a State approved test of basic skills (e.g. GRE or Praxis Core—not the same as the Praxis exam for certification). For more information visit the certification website here: http://education.tcnj.edu/offices-partnerships/certification/ Present an undergraduate major (or 30 semester hours) in a liberal arts and science major or 60 semester-hour credits in liberal arts/ sciences course work Undergraduate program must include: English—two college-level courses minimum Mathematics—two college-level courses minimum Science—two college-level courses minimum Social Studies—two college-level courses minimum (one of the courses must be U.S. History).
Graduation Requirements: Graduation Requirements: Cumulative grade point average of 3.0 in the certificate program.
Completion of all departmental requirements/prerequisites Grade of B– or better in Internship/Clinical experience II And grade of B– or better in any methods courses(s) 27 credits. Passing score on the state mandated edTPA and Praxis II.

Administrative Costs (including Accreditation Costs): Release time for a coordinator of the proposed new program will be needed. However, with the existing MAT in Early Childhood and MAT in Elementary Education being discontinued, this release time will not change or create additional burden on the current budget for the coordinator.

The proposed programs are designed to meet the accreditation requirements of CAEP, however, since we are recommending that this dual certification program replace the two MAT programs in Early Childhood and Elementary Education, there should not be additional funds required.

Financial Impact on the Institution and Programs Within the Institution:
Since the proposed new program will be the only integrated Early Childhood and Elementary post-baccalaureate dual certification program in the state, it is expected that it will attract additional applicants to TCNJ. The applicant pool early on is expected to be relatively small until publicity and word of mouth spreads. The new candidates are expected to fit comfortably into our existing classes.

The main question is how this new program will affect enrollments in classes that are currently a part of the existing MAT in Early Childhood and MAT in Elementary Education, but are not a part of the proposed program. Specifically, these courses include EDUC 513, RDLG 537 & 579, 570, EDUC614, (all offered through SELL Dept) and EDUC 501, MATH 596, ELEM 521, ELEM 520 (offered in EECE Dept). Discussions will be held with the SELL department regarding the impacted courses; however, since the courses are part of their offerings in their graduate program, no significant changes are anticipated (with the exception of maybe reduction in the number of sections offered).

If candidates opt to add the 3 additional courses to earn the M.Ed., those courses, while existing courses, will feel an impact because they are not currently a part of our MAT in Early Childhood and MAT in Elementary Education. Specifically, candidates will be required to take ESLM 577 Sociolinguistics and Cultural Foundations, which is not a part of either MAT programs; and either EDFN 508 Research Methods or engage in Faculty Student Mentored Research through ECED 687 (neither of these courses are part of either MAT program). However, it is it important to note that all of the above-mentioned courses are currently offered in other departments and programs and do not need any additional modifications. We do not expect very high number of students to pursue the M.Ed. option and therefore this would not create extra burden for faculty who currently teach these courses. Additionally, with the exception of ESLM 577, there are various options that students could choose to fulfill their credits, thus providing flexibility for scheduling and managing course enrollments.

5. Consultant's CV

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Spring 2020

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PROFESSIONAL EXPERIENCES

Professor, Department of Educational Foundations, Millersville University (fall 2012-present)
Associate Professor, Department of Educational Foundations, Millersville University (fall 2008-spring 2012)
Assistant Professor, Department of Educational Foundations, Millersville University (fall 2002-spring 2007)
Postdoctoral Project Coordinator, Children's Math Project, University of Delaware (June 2001-August 2002)

EDUCATION

Ph.D. in Education (May 2001), *University of Delaware*
Dissertation topic: *Performance across Different Areas of Mathematical Cognition in Children with Learning Difficulties*
Program concentration: Cognition, Development, & Instruction
Minor specialization: Measurement, Statistics, & Evaluation
M.A. in Education (January 1997), *University of Delaware*
B.A. in Psychology (May 1993), *Temple University*

AWARDS & HONORS

Ermaleen B. Etter Faculty Research Award, Millersville University (spring 2005, spring 2010, spring 2013)

Invited Speaker, Commencement, College of Human Services, Education and Public Policy, University of Delaware (spring 2001)

Bloch Fellowship, College of Human Services, Education and Public Policy, University of Delaware (fall 2000-spring 2001)

Frank B. Murray Award for Excellence in Graduate Research in Education, School of Education, University of Delaware (spring 2000)

Distinguished Graduate Student in the College of Human Services, Education and Public Policy Award, University of Delaware (spring 1998)

TEACHING

TEACHING EXPERIENCE

Undergraduate

EDFN 241 (Psychological Foundations of Teaching)
EDFN 301 (Pedagogy Seminar for Mathematics Education)
EDFN 471 (Student Teaching Seminar on Differentiation)
UNIV 101 (Freshman Seminar)
UNIV 103 (The Great IQ Debate)

Graduate

ACTE 633 (Responding to Individual Differences in Online Learning Environments)
EDFN 545 (Advanced Educational Psychology)
EDFN 601 (Research Methods and Design)
EDFN 587 (Topics: Motivation in Education)
EDFN 589 (Topics: Research in Mathematics Learning Disabilities)
EDFN 588 (Topics: Contemporary Issues in Educational Leadership)
EDFN 669 (Educational Leadership Seminar)

SCHOLARSHIP

JOURNAL PUBLICATIONS

Mazzocco, M.M.M., Myers, G.F., Lewis, K.E., Hanich, L.B., & Murphy, M.M. (2013). Limited knowledge of fraction representations differentiates middle school students with mathematics learning disability (dyscalculia) v. low mathematics achievement. *Journal of Experimental Child Psychology, 115,* 371-387.

Mazzocco, M.M., Hanich, L.B., Noeder, M.M. (2012). Primary school age students' spontaneous comments about math reveal emerging dispositions linked to later

mathematics achievement. *Child Development Research*. Doi: 10.1155/2012/170310.

Hanich, L.B. (2011). Motivating students who struggle with mathematics: An application of psychological principles. *Perspectives on Language and Literacy, 37(2),* 41-45.

Mazzocco, M.M.M. & Hanich, L.B. (2010). Math achievement, numerical processing, and executive functions in girls with Turner syndrome: Do girls with Turner syndrome have math learning disability? *Learning and Individual Differences*, *20,* 70-81.

Hanich, L.B., & Bray, J.S. (2009). No Child Left Behind: An Examination of Pre-service Teachers' Knowledge and Preparation. *PA Teacher Educator, 8,* 27-37.

Hanich, L.B. (2009). The use of student interviews for teaching pre-service teachers about motivation. *Teaching Educational Psychology, 5(1), 1-5.*

Murphy, M.M., Mazzocco, M.M.M., Hanich, L.B., & Early, M. (2007). Cognitive characteristics of children with mathematics learning disability (MLD) vary as a function of the cut-off criterion used to define MLD. *Journal of Learning Disabilities, 40(5),* 458-478.

Hanich, L.B., & Deemer, S. (2005). The relevance of educational psychology to teacher education programs. *The Clearing House 78(5),* 189-191.

Deemer, S., & Hanich, L.B. (2005). Using achievement goal theory to translate evidence based principles into practice in educational psychology. *The Clearing House, 78(5),* 197-201.

Hanich, L.B., & Jordan, N.C. (2004). Achievement-related beliefs of third-grade children with mathematics difficulties. *Journal of Educational Research, 97(5),* 227-233.

Jordan, N.C., & Hanich, L.B. (2003). Characteristics of children with severe mathematics deficiencies: A longitudinal perspective. *Learning Disabilities Research & Practice, 18(4),* 213-221.

Jordan, N.C., Hanich, L.B., & Kaplan, D. (2003a). Arithmetic fact mastery in young children: A longitudinal investigation. *Journal of Experimental Child Psychology, 85,* 103-119.

Jordan, N.C., Hanich, L.B., & Kaplan, D. (2003b). A longitudinal study of mathematical competencies in children with mathematics difficulties with and without co-morbid reading difficulties. *Child Development, 74,* 834-850.

Jordan, N.C., Kaplan, D., & Hanich, L.B. (2002). Achievement growth in children with learning difficulties in mathematics: Findings of a two-year longitudinal study. *Journal of Educational Psychology, 94,* 586-597

Hanich, L.B., Jordan, N.C., Kaplan, D., & Dick, J. (2001). Performance across different areas of mathematical cognition in children with learning difficulties. *Journal of Educational Psychology, 93,* 615-626.

Jordan, N.C., & Hanich, L.B. (2000). Mathematical thinking in second-grade children with different forms of LD. *Journal of Learning Disabilities, 33,* 567-578

Murray, F.B., Raths, J., & Blanteno, L. (1996). The decoupling of RER articles, critiques and rejoinders in the educational literature. *Review of Educational Research, 66,* 657-658.

MANUSCRIPTS IN PREPARATION

Hanich, L.B., & Deemer, S.A. (in preparation). Perceived mathematics competence and task value in children with different patterns of mathematics achievement. .

Hanich, L.B., & Deemer, S.A. (in preparation). A longitudinal study of achievement related beliefs in 2nd grade children with different patterns of mathematics and reading achievement.

BOOK CHAPTERS

Desmond, C.T., Kinder, W., Hanich, L.B., & Chukwu, O.C.B. (2020). Mindfulness in urban, impoverished schools: Research and practice. In I. Ivtzan, Ed. The Handbook of Mindfulness-Based Programmes: Mindfulness Interventions from Education to Health and Therapy. London: Routledge.

Hanich, L.B., & Deemer, S.A. (2010). Teaching educational psychology online: An examination of learning and motivation in a graduate course. In Greg Goodman (Ed.), *Educational Psychology Reader.* (pp. 231-241). New York: Peter Lang.

Hanich, L.B. (2010). The use of student interviews for teaching pre-service teachers about motivation. In Greg Goodman (Ed.), *Educational Psychology Reader.* (pp. 267-272). New York: Peter Lang (Published with permission as a reprint of article published in Teaching Educational Psychology, 2009)

Hanich, L.B., & Ward, J. (2006). Professional expectations and dispositions for Pennsylvania educators. In John Santrock (Ed.), *Educational Psychology.* (pp. lxvi - lxviii). Boston: McGraw-Hill.

Jordan, N.C., Hanich, L.B., & Uberti, H.Z. (2003). Mathematical thinking and learning difficulties. In A. Baroody & A. Dowker (Eds.), *The Development of Arithmetic Concepts and Skills: Recent Research and Theory*. Mahwah, NJ: Erlbaum.

PROFESSIONAL PRESENTATIONS

Hanich, L.B. (2018, April). Lessons Learned in the Trenches. Paper presented at the annual meeting of the American Education Research Association. New York, NY.

Deemer, S., Hanich, L., Butler, A. (2017, April). Communities of Practice: A Framework for Mentoring and Professional Development in Educational Psychology. Paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.

Shibley, L., DeSantis, V., Dostalik, L., & Hanich, L.B. (2014, December). *Beyond the Nuts and Bolts of Strategic Planning: Navigating the Contextual Environment.* Paper presented at the annual meeting of the Middle States Commission on Higher Education, Washington, DC.

Ward, J., Hanich, L.B., Dreon, O., & Wright, T. (2014, October). *Teacher Reflection After No Child Left Behind: What has changed?* Paper presented at the annual meeting of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, PA.

Hanich, L.B., Murphy, M.M., & Mazzocco, M.M.M. (2014, April). *Children's Ratings of Likability and Task Difficulty Predict Their Mathematics Growth and Performance.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Deemer, S., & Hanich, L.B. (2014, April). *Creating an Issues-Based Course in Educational Psychology: Utilizing Case Studies and Current Events as a Catalyst for Learning.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Desmond, C.T., & Hanich, L. B. (2014, April). *The Effects of Mindful Awareness Practices on the Executive Functions of Early Adolescents in an Urban Middle School.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Mazzocco, M.M.M., & Hanich, L.B. (2011, March). *Numerical and working memory skills differentiate students with vs. without math learning disability.* Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Deemer, S., & Hanich, L.B. (2010, March). *Extending the canon: What research do we need about teaching educational psychology?* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Hanich, L. B., & Bray, J. (2009, October). *No Child Left Behind: An examination of pre-service teachers' knowledge and preparation.* Paper presented at the annual meeting of the Pennsylvania Association for Colleges of Teacher Education, Harrisburg, PA.

Hanich, L.B., & McDowell, L.L. (2009, October). *Assessing the impact of orientation programs.* Workshop presented at the Institute on First-Year Assessment, Charlotte, NC.

Deemer, S., & Hanich, L.B. (2009, August). *Utilizing achievement goal theory in educational psychology.* Roundtable discussion at the annual meeting of the American Psychological Association, Toronto, Canada.

Hanich, L.B. (2009, March). *Reflections from first-year teachers about their preparation to teach mainstreamed students with learning disabilities.* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Deemer, S., & Hanich, L.B. (2009, March). *Discussing the aims and scope of the teaching educational psychology (tep) journal.* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Hanich, L.B, McDowell, L., & Burns, T. (2009, February) *Beyond the book: Developing academic programming and assessing the common reading.* Panel discussion presented at the Annual Conference of the First-Year Experience, Orlando, FL.

Hanich, L.B., McDowell, L., & Foster-Clark, F. (2009, February). *A qualitative assessment of first-year students' understanding of liberal arts education and*

civic responsibility. Poster presented at the Annual Conference of the First-Year Experience, Orlando, FL.

Hanich, L.B., & Deemer, S. (2008, March). *A longitudinal examination of perceived mathematics competence and task value in children with discrepant patterns of mathematics achievement.* Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Burns, T., D., Foster-Clark, F.S., Hanich, L.B., McDowell, L.S., O'Neill, D.F., Phillips, C.Y., & Shibley, L.R. (2008, October). *Encouraging engagement: A comprehensive assessment of an initiative for first-year students.* Workshop presented at the National Conference on First-Year Assessment, San Antonio, TX.

Hanich, L. B., & Bray, J. (2008, February). *No Child Left Behind: What does it mean for teacher candidates?* Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, New Orleans, LA

Hanich, L.B. (2007, April). *The use of student interviews for teaching preservice teachers about motivation.* Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Foster-Clark, F., McDowell, L., Hanich, L., O'Neill, D., Burns, T., & Phillips, C. Y. (2007, February). *Encouraging engagement: Description and assessment of a general education initiative for first-year students.* Paper presented at the annual meeting of the First Year Experience Conference, Addison, TX.

Hanich, L.B., & Deemer, S. (2006, April). *Teaching educational psychology online: An examination of student motivation and learning in a graduate course.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Murphy, M.M., Mazzocco, M.M.M., & Hanich, L.B. (2006, April). *Cognitive characteristics of children with mathematics learning disability (MLD) vary as a function of the cut-off criterion used to define MLD.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Hanich, L.B., McDowell, L., & Anthony, C. (2006, February). *Developmental mismatch among freshman college students: Using first year seminars to bridge the gap*. Paper presented at the 25th Annual Conference on The First-Year Experience, Atlanta, GA.

Hanich, L.B., & Deemer, S.A. (2005, April). *Perceived mathematics competence and task value in young children with different patterns of mathematics achievement.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Deemer, S.A., & Hanich, L.B. (2004, April). *Using achievement goal theory to translate psychological principles.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Deemer, S.A., & Hanich, L.B. (2003, October). Integrating teaching and scholarship: Reflections for junior faculty members. Paper presented at the State System of Higher Education Women's consortium, East Stroudsburg, PA.

Deemer, S.A., & Hanich, L.B. (2003, August). *Using achievement goal theory to*

translate psychological principles. Roundtable workshop to be presented at the annual meeting of the American Psychological Association, Toronto, Canada. (Invitation to present declined due to SARS epidemic).

Jordan, N.C., Hanich, L.B., & Kaplan, D. (2003, April). *A longitudinal study of mathematical competencies in children with mathematics difficulties with and without co-morbid reading difficulties.* Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Deemer, S.A., & Hanich, L.B. (2003, February). *Practicing what we preach: Creating meaningful learning experiences in teacher education courses*. Roundtable workshop presented at the annual meeting of the Association of Teacher Educators, Jacksonville, FL.

Hanich, L.B., Jordan, N.C., & Kaplan, D. (2002, April). *Achievement-related beliefs of third grade children with mathematics difficulties.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Jordan, N.C., Kaplan, D., & Hanich, L. (2002, April). *Achievement growth in young children with mathematics difficulties: A two-year longitudinal study*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hanich, L.B., Jordan, N.C., Kaplan, D., & Dick, J. (2001, April). *Patterns of mathematics difficulties in young children.* Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Hanich, L.B., & Jordan, N.C. (2000, April). *Mathematics difficulties in primary school children.* Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Blanteno, L.M., & Jordan, N.C. (1999, April). *Mathematical thinking in second-grade children with different types of learning disabilities*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Blanteno, L.M., & Morrone, A.S. (1998, April). *Classroom structures affecting goal orientations in college lecture classes.* Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

GRANTS

Mazzocco, M.M.M., & Hanich, L.B. (summer 2011). The Spencer Foundation. *Metacognitive Influences on Children's Mathematics Achievement*. Amount: $40,000.

PROFESSIONAL SERVICE

UNIVERSITY COMMITTEES

Strategic Advisory Committee (fall 2014-present)
Educator of the Year (fall 2011-spring 2013)
Graduate Course & Program Review Committee (substitute, fall 2011-spring 2012)
Search Committee for Associate Provost (spring 2011)
Chair of working group, Millersville Self-Study (spring 2008-spring 2010)
University Planning Council (fall 2008-spring 2012, Chair)
Promotion and Tenure Committee (fall 2008-spring 2010)
Common Reading Program (spring 2006-2010)
First-Year Seminar & Assessment Committee (spring 2006-spring 2009)
Advanced Distance Learners Committee (spring 2006-spring 2008)
Distinguished Visiting Professor Selection Committee (fall 2005-spring 2006)
First-Year Experience Task Force (fall 2005-spring 2009)
First-Year Student Orientation Committee (fall 2005-spring 2009)
Academic Advising & Student Affairs (fall 2005-spring 2008)
Who's Who Selection Committee for undergraduate students (spring 2005)
Faculty Grants Committee, (spring 2004-present; Chair during 2005-2006)
University Honor's College Committee (fall 2003-spring 2006)
General Education Review Committee (fall 2003-fall 2004)
Millersville University Student Research Conference (fall 2003-spring 2006: Co-Chair spring 2006)
Member of Women's Study 10-Year Anniversary Committee (fall 2002-spring 2004)
APSCUF Representative Council (fall 2002-spring 2005; fall 2015-present)

SCHOOL OF EDUCATION COMMITTEES

School of Education Curriculum Committee (fall 2011-spring 2012)
Professional Education Unit, Chapter 49-2 planning committee (fall 2008-spring 2010)
Coordinator, Post-Baccalaureate Program (fall 2005-spring 2008)
Associate Dean Search Committee (spring 2005, spring 2006, spring 2007)
Representative to the NCATE Diversity Committee (spring 2004)
Representative to the NCATE Assessment Committee (fall 2004-spring 2004)

DEPARTMENT COMMITTEES

Promotion and Tenure Departmental Evaluation Committee (fall 2007-present; Chair fall 2012-spring 2016)
Conducted needs assessment for M.Ed. Program in Instruction, Technology, & Learning (spring 2006)
Foundations bloc head (spring 2006, spring 2011-present)
Search committee member for EDFN Leadership tenure track position (spring 2006)

Coordinator of Penn Manor Scholar in Residence program (fall 2005)
Search committee member for EDFN 211 tenure track position (spring 2004)
Search committee member for EDFN 211 one-year temporary position (spring 2003)
Co-organized brown bag workshop on "*Constructivist Teaching in the Classroom"* (spring 2003)
Co-authored proposal for General Education Review Committee on EDFN 211/241 (spring 2003)
Represented EDFN department at School of Education Open House, Homecoming weekend (fall 2002)

SPECIAL ASSIGNMENTS

Co-Writer, Middle States Self-Study Report (fall 2017-spring 2020)
Co-Chair, Middle States Self-Study Steering Committee (fall 2017-spring 2020)
Assessment Coordinator of Specialized Professional Association reports for CAEP (fall 2017)
Strategic Planning Prep Team (fall 2018-spring 2019)
Co-Chair, Facilitation team for Strategic Advisory Committee (fall 2014-spring 2014)
Co-Chair, Periodic Review Report for MSCHE (fall 2014-spring 2015)
Co-Chair, Strategic Planning Steering Committee (fall 2013-spring 2014)
Asked to meet with COT to participate in the formal evaluation of the University President (fall 2011)
Member of the "Student Success Initiative" working group (fall 2011-present)
Graduation Marshall for School of Education (fall 2011-spring 2012)
Faculty leadership meeting with President McNairy (fall 2010)
Facilitator of discussion at Spring Convocation (spring 2010)
Middle States Working Group Chair (fall 2007-spring 2010)
Common Reading Program Coordinator (summer 2006-spring 2010)

ADVISING

Coordinator, Post-Baccalaureate Program, Educational Foundations Department (fall 2005-spring 2008)
Advisor, Freshman Seminar Students, Millersville University (fall 2004-present)
Advisor, Leadership Cohort, M.Ed. Program in Educational Leadership, Millersville University (spring 2005-present)
Advisor, Undeclared Majors, Millersville University (spring 2003-present)
Co-advisor, Math & Science Certification Students, Millersville University (fall 2003-2004)
Co-advisor, English & Foreign Language Certification Students, Millersville University (fall 2002-2003)

REVEIWER

Grant panels

Scientific Reviewer, the National Center for Special Education Research (NCSER) Research Training Programs in Special Education Grants,

Institute of Education Sciences, U.S. Department of Education (spring 2020)

Scientific Reviewer, Low-Cost, Short-Duration Evaluations on Special Education Interventions, Institute of Education Sciences, U.S. Department of Education (spring 2016, fall 2018, summer 2018)

Scientific Reviewer, Early Childhood and Early Intervention, Institute of Education Sciences, U.S. Department of Education (spring 2014)

Scientific Reviewer, National Center on Special Education Research, Institute of Education Sciences U.S. Department of Education (spring 2015, spring 2010, spring 2011,)

Scientific Reviewer, Special Education Panel, Institute of Education Sciences, U.S. Department of Education (fall 2008, fall 2009, fall 2010, fall 2011, fall 2012, spring 2012, spring 2013, spring 2015, spring 2016, spring 2017; spring 2018, spring 2019)

Scientific Reviewer, National Center on Mathematics, Institutes of Educational Sciences, U.S. Department of Education (spring 2009)

Journals

Contemporary Educational Psychology
Journal of Experimental Child Psychology
British Journal of Educational Psychology
European Journal of Educational Psychology
Journal of Educational Psychology
Sex Roles & Mathematics
Developmental Neuropsychology
Learning and Individual Differences
Teaching Educational Psychology
Child Development
Journal of Educational Research

Textbooks

McGraw-Hill, John Santrock's *Educational Psychology*
Allyn & Bacon, draft of Educational Psychology text
Merrill Prentice Hall, Jeanne Ormrod's *Educational Psychology: Developing Learners*
Advisory Council, Allyn & Bacon

Conferences

American Education Research Association (AERA)
Division C
Motivation in Education SIG
Teaching Educational Psychology SIG
Society for Research on Educational Effectiveness (SREE)

EDITORIAL BOARDS

Co-Editor, *Teaching Educational Psychology* (fall 2008-spring 2012)
Guest Editor, *The Clearing House,* a monthly journal of Heldref Publications (2004)

INVITED ADDRESSES/WORKSHOPS

General education webinar, Dr. Rick Davis, George Mason University, sponsored by University Planning Council (fall 2011)
Promotion process, sponsored by Office of Academic Excellence (fall 2011)
Explore evidence of student engagement, keynote speaker, Dr. Jillian Kinzie, NSSE, sponsored by Office of Academic Outcomes and Assessment (spring 2011)
Promotion process panel participant, sponsored by Office of Academic Excellence (spring 2011, spring 2009)
Responding to Academically Adrift Webinar, sponsored by Office of Academic Outcomes and Assessment and Office of Academic Excellence (spring 2011)
NSF Grant writing session, sponsored by Office of Academic Excellence (spring 2010)
The Brain and the Body in Human Learning and Development: How Neuroscience Informs the Science (and Art) of Teaching", sponsored by Office of Academic Excellence (Scholarship social participant; spring 2010)
Spring Assessment luncheon participant, "Closing the Loop: Mapping the Future through Assessment", sponsored by Office of Academic Outcomes and Assessment (spring 2010)
Desire 2 Learn training session, IT workshop (spring 2010)
FYE professional Development Day (spring 2009, 2008)
Using Assessment data, keynote speaker, Dr. Elizabeth Jones, sponsored by Office of Academic Outcomes and Assessment (spring 2009)
Professional Education Unit Data Day (fall 2009, fall 2011)
Showcase of Scholarship, sponsored by Ganser Library (spring 2007)
Opportunities for Discovery, sponsored by Ganser Library (spring 2008)
Celebration of scholarly and creative activities, sponsored by Ganser Library (spring 2007)
Instructional Technology Showcase, sponsored by Office of Academic Excellence, Office of Professional Training and Education, and Division of Information Technology (spring 2007)
Advisor Enrichment Workshops, sponsored by Office of Academic Advising (spring 2008)
Understanding the New and Current General Education Requirements (spring 2008), sponsored by Office of Academic Advising (spring 2008)
Scholarship of Teaching and Learning: MU Exemplars, (Academic Festival; spring 2007))
MU School of Education: A Celebration of Faculty Events (spring 2009; fall 2011)
Panel member at Millersville University Women's Leadership Conference (spring 2007)
Panel member at Freshman Seminar Faculty Professional Development Workshop (spring 2006)
Panel member at Millersville University Academic Festival discussion on research in education (spring 2006)
Panel member at workshop for department chairs on Fist Year Students and Orientation

(spring 2006)

Invited presentation on "Characteristics of Millennial Students". Presented at Academic Chairs Workshop (spring 2005)

Invited presentation on "Teaching in a Freshman Seminar or Learning Community". Presented at Faculty Development Workshop. (spring 2005)

Invited presentation on "Funding Opportunities for Faculty at Millersville University". Presented at New Faculty Orientation. (fall 2005)

Facilitated a book discussion on *"Nine Parts of Desire: The Hidden Culture of Islam Women"* with students in the University Honor's College at Millersville University (fall 2004)

Constructed a panel discussion on *"A Representation of Women's Bodies in Music"*. Facilitated during the Women's Studies Ten Year Anniversary Celebration (spring 2004)

Constructed a panel discussion on *"A Representation of Women's Bodies in Advertising and Athletics"*. Facilitated during the Women's Studies Ten Year Anniversary Celebration (spring 2004)

Invited presentation on "*Learning Communities"*. Presented with Dr. Linda McDowell at Faculty Development Workshop Focus on Freshman: Teaching in Learning Communities and Seminars (spring 2004)

Invited presentation on "*How People Learn*". Presented with Drs. Beverly Schneller & Sepi Yalda to Millersville Faculty, at a Learning Communities Workshop (spring 2004)

Invited presentation on *"Mathematical cognition in second-grade children with different forms of LD"*. Presented to Dr. Suzanne McCotter's graduate course, Research Methods & Design (spring 2003)

Invited presentation on *"Motivation patterns and the TARGET framework"*. Presented to Dr. Nancy Smith's graduate course, Advanced Educational Psychology (spring 2003)

ATTENDED WORKSHOPS/CONFERENCES

Middle States Commission on Higher Education Annual conference (fall 2013, fall 2014, fall 2017, fall 2018)

Council for the Accreditation of Educator Preparation (fall 2016)

American Education Research Association Multivariate Statistical Analysis (spring 2011)

Society for Research on Child Development Analysis of Longitudinal Data in Developmental Research (spring 2011)

Integrating Higher Education Planning and Assessment (spring 2011)

American Education Research Association SIG training session workshop (spring 2010)

Pennsylvania Department of Education/PATTAN SAS conference (spring 2010)

National Science Foundation Grant writing session (spring 2010)

American Psychological Association (summer 2009)

First-Year Experience (2009, 2007)

First-Year Experience & Assessment (spring 2009, 2008)

Pennsylvania Department of Education Workshop on Special Education (PaTTAN, Harrisburg) (spring 2005)

NCATE training session in Washington, DC (spring 2004)

Learning Communities Conference, participant in "*What Faculty and Administrators Need to Know About Learning",* College Park, Maryland (spring 2004)

Learning Communities Conference, participant in *"Learning Communities: Giving Faculty & Students and Academic Edge",* Millersville University (spring 2004)

Office of Academic Advisement, participant in Advisement Enrichment Workshops (spring 2004)

National Association on Multicultural Education Workshop, participant in workshop on NCATE Diversity Standard (Seattle, WA) (fall 2003)

CONSULTING

Consultant, Evangelical School of Theology, In-service Training. *"Creating Meaningful Learning Environments"* (winter, 2006).

Participant, Descriptive Review, School in Rose Valley (spring 2004)

Consultant, School District of Lancaster, In-service training, "*Views of learning…Linking beliefs to math teaching and learning*" (winter 2003, spring 2003)

Consultant, Penn Manor School District, In-service training, "*Remediation strategies for children with mathematics difficulties"* (spring 2004)

Consultant/Statistician, NICHD grantee Michele Mazzocco, Associate Professor, Johns Hopkins University School of Medicine, Kennedy Krieger Institute (spring 2003-2007)

PROFESSIONAL AFFILIATIONS & COMMUNITY SERVICE

American Educational Research Association (Member Division C-Learning and Instruction; Motivation in Education Special Interest Group, & Teaching Educational Psychology Special Interest Group; Program chair for 2011 annual conference)

American Psychological Association (Member Division 15-Educational Psychology)

Society for Research in Child Development

Phi Delta Kappa International

Phi Sigma Pi (Co-Educational Honor's Fraternity)

Women's Consortium, Pennsylvania State System of Higher Education

Volunteer, United Way Day of Caring (fall 2004, 2005)

Volunteer, Special Olympics of DE

Volunteer, 3rd Grade teacher, Holy Angels School

President, Fairfield Crest Civic Association

6. Consultant's Report

Consultant Report

Department of Elementary & Early Childhood Education
The College of New Jersey

ECE-ELE Post-Baccalaureate Dual Certification Program with
Option for M.Ed. in Early Childhood and Elementary Education

Prepared by Laurie B. Hanich, Ph.D.
Professor of Educational Psychology
February 2020

The primary focus of this consultant report is an evaluation of a proposed program that results in dual certification (Early Childhood Education and Elementary Education-ECE) with an option for Masters of Education for post-baccalaureate students at The College of New Jersey (TCNJ). After my review of the written proposal, meeting with faculty, the Dean, and the Provost at TCNJ, and thoughtful evaluation, I am pleased to recommend approval (without reservation) of the program.

The review process began with several readings of the program proposal. The report was understandable, clear, and very thoughtful. The review culminated with a visit to campus. In the below sections, I address the criterion established by TCNJ and required in their consultant report.

A. Objectives

The objectives and underlying principles of the program are sound and clearly stated. There is a strong connection between the institution's strategic plan and educational goals, specifically with regard to Priority III, Promoting the College's Identity by Offering Distinctive Programs of Academic Excellence. Consistent with the School of Education's (SOE) guiding framework, this proposed certificate program would offer a coherent set of coursework and experiences that provide candidates with the necessary knowledge and skills to be successful P-6 educators.

B. Need for the Program

There is a clear need and strong rationale for this program. At present, the department offers two distinct MAT programs, which lead to certification in either Early Childhood or Elementary Education. Based on enrollment data and projected enrollment trends, the department recognizes that the current structure of these degree programs is no longer attractive or feasible to students. Environmental factors including changing demographics, the recent economic recession, and high costs of degree programs impact students' decisions to enroll in graduate degree programs. As such, the faculty propose to streamline their graduate programs by replacing the current MAT programs with a post-baccalaureate dual certification program. This program provides attractive features such as a reduction in the number of credit hours from existing programs, offering two areas of certification (early childhood and elementary education), and creating an option to add an M.Ed. following the completion of the dual certification program.

Based on current hiring trends, there is a sufficient level of demand for teachers to support the creation of the proposed program. This need will grow exponentially once New Jersey expands its preschool offering in public schools, which is the result of a federally funded preschool expansion grant awarded to the New Jersey. Having certification in two distinct areas (i.e., early childhood and elementary education) will provide greater marketability for candidates. It is highly likely that students will be able to secure employment upon program completion. I applaud the direction of this program and believe that it will bolster declining graduate enrollment.

C. Educational Programs

The program has clearly identified several different summative and formative assessment measures that will be conducted throughout the program to ensure that students have met the necessary competencies, which are determined by the New Jersey Professional Standards for Teachers. Such assessments include course embedded assessments (e.g., exams), written assignments, projects, research papers, presentations, classroom observations, and field-based, supervised clinical teaching experiences. The outcomes measures identified are valuable in providing faculty information about preservice teachers' performance and growth over the course of their preparation. This variety of assessments is consistent with best practices in the field of assessment and evaluation. Additionally, all teacher candidates in NJ are required to successfully complete the edTPA performance assessment-a portfolio. The program has created necessary scaffolds and supports as candidates progress through their coursework and are preparing their edTPA portfolios (e.g., capstone & methods course, boot camp, presentation with SOE certification officer)

The curriculum for the Post-Baccalaureate Dual Certification program is delivered in three discrete chunks, Knowledge (EPSY 523 and RDLG537/SPED 605), Application and Knowledge Synthesis (ECED 620, ECED 504, MATH 522, and ELEM 694), and Instructional Design and Implementation (ELEM 695, ELEM 690, and ECED 560). The curriculum that the faculty has planned is well thought out and seems very much in line with curricula in most post baccalaureate certification programs. A strength of the proposed program is the cohort model and the accelerated timeline for certification. Given this acceleration, I would encourage faculty to emphasize the coherency of the program. This can be done by thinking about "themes" that may develop in courses and how those themes are related to the program objectives. Perhaps backward curriculum mapping may be a useful tool, starting with the capstone course (Clinical Internship II) and identifying how themes that are prominent in that course could be articulated and scaffolded in earlier courses, (especially Internship I). It might make sense to also invite school partners to participate in this exercise.

During my visit, I asked faculty to entertain the possibility of increasing the course offerings of blended/fully online formats which may expand the reach of the program outside of the immediate geographic area or pull in adult learners who are interested in completing course work while maintaining full time employment. The program currently has six credits that can be offered in blended/online formats (i.e., EPSY 523 and RDLG537/SPED 605). While I agree that there are challenges for online/blended coursework in a program that requires assessment of dispositional characteristics, it may be one area that the faculty continue to explore especially since increasing enrollment is desired. I also understand that allowing part-time enrollment may undermine the strength of the cohort model.

The instructional modes and distribution of credit bearing courses is consistent with the curricular objectives for the program. This is a suitable approach to teacher preparation

and consistent with that seen at many other institutions and required by various accrediting agencies. The Council for the Accreditation of Educator Preparation (CAEP) is an organization which oversees the process by which schools of education are evaluated for their effectiveness in complying with external standards of excellence. Individual programs participate in cycles of planning, assessment, and evaluation through individualized Specialized Professional Association (SPA). The proposed certification program would be accountable to the National Association for Education of Young Children (NAEYC) and CAEP's Elementary Education (K-6) Standards. As reported in the written proposal, TCNJ is scheduled for participate in CAEP Program review in 2022. If the program is operational by summer of 2020, program level data will be available, and the program can be considered for national recognition by the NAECY and CAEP. Such recognition would be consistent with Goal 1 of TCNJ's strategic plan, Priority III (The College's Distinctive Identity Will Enhance Institutional and Program Recognition at the National Level). The proposed program will also provide evidence of student learning outcomes which are aligned to standards identified by the Middle State Commission of Higher Education, TCNJ's regional accrediting body. Within the SOE, this dual certification program would support the mission and strategic goals of the SOE by offering a coherent program that provides students with the knowledge and skills to be successful P-6 educators. There is strong alignment between the program and strategic planning documents at the college and university level.

It appears that procedures for admission to the program are clearly defined and appropriate to the field of study. Prior to admission, candidate will have completed a bachelor's degree with a 3.0 cumulative grade point average and at least 60 credits of liberal arts curriculum. Candidates will be expected to demonstrate basic competencies in reading, writing, and mathematics as required by certification guidelines established by the New Jersey Department of Education. These standards are comparable to other institutions that offer post-baccalaureate certification. Likewise, the standards for successful completion of the program are clearly defined and consistent with the objectives of the program. Candidates must maintain a cumulative grade point average of 3.0 throughout the program and must complete all departmental prerequisite courses with a grade of B- or higher. For courses that require a clinical experience or internship, candidates must earn a grade of B+ or higher.

I was impressed by the quality of relationships that faculty have established with school and community partners, specifically with regard to creating clinical field experiences for students. Although I did not visit any of the locations where clinical experiences/field experiences will take place, I had sufficient opportunity to speak with faculty and the Dean about these facilities and conclude that the qualifications of the supervisors at these locations are more than sufficient and that supervisors are aware of program outcomes. The integration between the theoretical aspects of the classroom and practical implementation of materials in the field creates student teacher candidates who are able to seamlessly navigate the daily challenge of classroom realities. A strong collaborative approach between faculty and field supervisors is crucial to desired program outcomes.

The proposed program utilizes only existing courses as part of the degree requirements. Thus, there is not a need to have proposed courses approved by curricular/governing bodies at TCNJ and there should not be a large impact on other degree programs at

TCNJ. If students opt to take an additional 9 credits hours to complete the M.Ed. requirement, there may be additional enrollment demand to already existing courses outside of the department, but these demands are likely to be inconsequential. It is possible that the dissolution of the existing MAT programs will affect enrollment in courses offered by the SELL Department, but faculty from both departments are aware of this possibility and will carefully monitor enrollment in such courses. Given these situational factors, I have no concerns that the program will adversely impact other degree programs at TCNJ.

D. Students

Based on student attendance and feedback at a recent graduate open house at TCNJ, there is anecdotal evidence of student interest in this program. It was conveyed to me that the faculty coordinator of the Early Childhood Program routinely receives inquiries from teachers who hold K-6 certification but are asking how they can add on P-3 certification. As more openings in the job market become available, it is likely that this program will have a robust and healthy enrollment.

As previously mentioned, I believe that one of strengths of this program is the utilization of a cohort model, whereby 15-20 students will progress through courses together. Asking students to commit to one year of full-time enrollment status will keep the program streamlined by guaranteeing students a quick path to program completion. It also will ensure a healthy and robust enrollment in courses, which is efficient use of faculty teaching load. The size of the cohort is manageable and will not create an excessive burden of counseling or advisement on faculty.

The department proposes to recruit students through the College's ongoing processes and will be assisted by the Office of Graduate Admissions. I applaud the department's goal to recruit and retain a diverse student population given the limited number of underrepresented individuals in the P-12 school setting.

E. Faculty

The College of New Jersey has the distinction of being the first normal school in New Jersey. Thus, the institution is steeped in a strong history of preparing teachers. Faculty within the Department of Elementary and Early Childhood Department and the Department of Special Education, Language, and Literacy (SELL) will teach courses in the proposed program. All have the appropriate terminal degrees for their field and have a plethora of professional experiences and notable accomplishments in teaching, administration, and research. These academic credentials ensure a program of high quality in program coursework.

At the time of this review there are 17 full time faculty in the Department of Elementary and Early Childhood Education. There is adequate staffing to support the addition of this program to the department offerings. This is especially true since the dual certification

program is replacing two existing MAT programs and the proposed program will not require additional faculty hiring. This ratio of faculty, combined with their qualifications, ensures that a program of high quality can be delivered.

F. Support Personnel

The SOE and the Department of Elementary and Early Childhood has adequate resources to support and maintain the integrity of a high-quality post baccalaureate certification program. Both of the existing MAT programs had a faculty graduate coordinator. The creation of this program will only require one graduate faculty coordinator position, which is a reduction in resources. Likewise, support personnel and staff will be reduced with the dissolution of the two MAT programs.

G. Finances

TCNJ has the necessary resources and has committed support to guarantee a program of high quality. Since the existing MAT programs in the Department of Elementary and Early Childhood Education are being discontinued, there will not be an additional financial burden. If anything, this program should reduce the amount of finances that were supporting two distinct programs. During my meeting with the Provost and the Dean of the SOE, we discussed strategic planning, resource allocation, and enrollment management strategies. The School of Education has a strong commitment to faculty professional development, particularly as it relates to teacher training. I do not believe that there is a need for significant additional financial support from the State of New Jersey.

H. Physical Facilities

TCNJ has adequate facilities to support the program. I had the opportunity to tour the Education Building during my visit and I was impressed with the classroom space, particularly the lab where a preschool professional development session was taking place across from the Dean's office. The classrooms provide sufficient space for instruction and the building is ADA compliant, providing accessibility to individuals with special needs. As previously mentioned, students in the program will complete field experiences and student teaching experiences in local schools and community settings (e.g., day cares, museums, etc). These facilities are consistent with providing a high-quality learning experience. There are not concerns that existing programs at the institution will be adversely affected by the development and implementation of this certification program.

I. Library and Computer Facilities

Although I did not visit either the library or computer labs during my visit, I do not have any reservations about the adequacy of these facilities to support and maintain the high quality of the proposed program. Library resources are in place to support existing

programs in the ECEE and SELL Departments.

J. Administration

The administrative structure of this program is sufficiently defined and reasonable. One graduate coordinator will provide leadership to the program. As mentioned before, this is a reduction of resources since the existing MAT programs required two graduate coordinators. There is strong support from the Dean of the School of Education for the development of this program.

K. Evaluation

As mentioned earlier in this report, this program will participate in continuous cycles on planning, assessment, and evaluation as part of their accreditation processes. Additionally, TCNJ has procedures in place for program review including self-study and eternal review, development and implementation of a strategic plan that rests on collection and analysis of assessment and evaluation.

1. Institutional Response to the Consultant's Report

ELE-ECE Post Baccalaureate Dual Certification Program Proposal
Response to External Consultant

The external consultant Dr. Laurie Hanich visited the campus on January 13, 2020 and provided her report on March 2, 2020. In the report Dr. Hanich highlighted the following:

1. The program proposal was well aligned with the College's strategic plan, Priority III and consistent with the SOE's guiding framework in preparing a strong P-6 educators.
2. The proposal articulated a strong need and rationale and would "provide attractive features such as a reduction in number of credit hours from existing programs, offering two areas of certification and creating an option to adding an M.Ed"(p. 2)….which would provide greater marketability for the candidates.
3. The outcomes and the variety of assessments were consistent with best practices
4. Suggestion for emphasizing the coherency in the program maybe by developing themes across various courses, and maybe using tools like backward curriculum mapping to achieve this.
5. Suggestion for increasing more courses to be offered as blended/online to make it more accessible and reach a wide range of candidates. On the other hand, Dr. Hanich mentioned "the instructional modes and distribution of credit bearing courses was consistent with curricular objectives". (p. 3)
6. There were no concerns raised regarding budget, facilities, faculty and/or other resources.

Given the overall strong recommendation of approval of the proposed program, we at the department have given considerable thought and reflected on making preliminary modifications in response to pts # 4 & 5.

RE: pt.# 4. Coherence of the program: Themes across courses.
As mentioned in our program proposal our courses are grouped into three main levels:
a. Introductory/ Knowledge level courses: These include the first two courses EPSY 523 (Advanced Child and Adolescent development) and RDLG 537 (Language arts literacy). The main theme across these two courses are to

- develop knowledge regarding student development, learning and differences (individual, environmental and cultural).

b. Intermediate: Supported application and knowledge synthesis level: Courses at this level are ECED 620 (Multicultural and social foundations of emergent and early literacy), ECED 504 (Teaching young children: creating and sustaining classroom communities), ELEM 522 (Methods of teaching math and science in an inclusive

classroom), and ELEM 694 (Internship/ Clinical Experience I). Further developing on the knowledge and themes emphasized in the introductory course, the candidates' knowledge through these courses, where the themes emphasized will be:

- application of content concepts to diverse learner's needs and abilities
- creating environments and sustaining classroom communities that supports learning of all students,
- multiculturalism and social justice issues surrounding meeting the needs of all students (experiences, abilities, environments, backgrounds and culture),

c. Advanced Level instructional design and implementation: ELEM 695 (Internship/ Clinical Experience II), ELEM 690 (Student teaching seminar) and ECED 560 (Curricular experiences for young children in inclusive classrooms) are the courses offered at this level. The main themes extend from the previous course work into helping candidates focus on best practices in

- planning instruction using variety of instructional strategies in alignment with content knowledge and core concepts
- designing multiple and authentic assessments
- advocacy and ethical issues pertaining to social justice and equity

RE: pt. # 5. Offering more blended/online courses:

Upon considerable thought to the suggestion regarding offering more online/blended courses, and yet keeping in mind the need for the integrity of the program and rigor of the program, the department has begun discussion to offer a few of the courses in blended format. As some course content is more suitable to blended instruction than others, we are considering developing the following courses to be offered online:

ECED 504: (Teaching young children) & ECED 620 (Multicultural and social foundations of emergent and early literacy) Initially this course would offer in person classes to provide common knowledge and create a classroom community where deliberations and discussion will happen to establish coherency, the content for the latter half of the course would be offered in blended format). This would provide more flexibility for the candidates as they prepare to enter their field experiences as a part of ELEM 694 (Internship /Clinical experience I). Discussions/reflections regarding the candidates' observations of how the content they learn is implemented in the schools/classrooms would be meaningfully conducted in an online platform. Similarly use of online video platforms would enable candidates and professors to have synchronous as well as asynchronous learning opportunities to engage in discussions regarding in depth, critical issues.

In conclusion, we believe we have adequately addressed the suggestions made by the external consultant, Dr. Laurie Hanich and in the process further strengthened the integrity and quality of our program and proposal. We thank Dr. Hanich for her thoughtful and thorough evaluation of our program proposal.

The College of New Jersey Board of Trustees
Resolution Approving a Bachelor of Arts in Anthropology

Whereas: The Department of Sociology and Anthropology has developed a proposed Bachelor of Arts program in Anthropology; and,

Whereas: The proposed major will build on the College's existing strengths to offer students a scientific and holistic understanding of the human condition; and,

Whereas: This program is consistent with the mission of The School of Humanities and Social Sciences and the mission of The College of New Jersey; and,

Whereas: This program has been reviewed and recommended by the Curriculum Committee of the School of Humanities and Social Sciences and the Committee on Academic Programs; and,

Whereas: This program has been reviewed and recommended by the Mission Fulfillment Committee of the Board of Trustees.

Therefore, Be It Resolved: That the proposed Bachelor of Arts in Anthropology be approved.

June 30, 2020

School of Humanities and Social Sciences
Jane L. Wong, Dean

February 3, 2020

TO: William Keep, Steering Committee Co-chair
Shaun Wiley, Steering Committee Co-chair

FROM: Jane Wong, Dean, School of Humanities and Social Sciences

RE: Proposal for a new Anthropology major

I am pleased to present this proposal for a new Anthropology major for consideration by the Committee on Academic Programs (CAP). The proposal has been reviewed by the Associate Provost for Curriculum and Liberal Learning, the Dean of the Library, the Chair of Mathematics, and the Dean of the School of Science. The Deans' and Associate Provost's signatures appear on separate sheets, attached. I am also attaching an email from the Chair of the Mathematics and Statistics Department that attests to the department's capacity to meet the needs of the new Anthropology majors, should the proposal be approved.

Thank you in advance for your consideration. Please let me know if you should need additional information.

PO Box 7718 Ewing, NJ 08628-0718 phone: 609.771.3434 fax: 609.637.5173 e-mail: wongj@tcnj.edu

TCNJ THE COLLEGE OF NEW JERSEY

Wong, Jane <wongj@tcnj.edu>

Re: Proposal for an Anthropology major

1 message

Thomas Hagedorn <hagedorn@tcnj.edu> Tue, Jan 28, 2020 at 9:19 AM
To: "Wong, Jane" <wongj@tcnj.edu>
Cc: Jeffrey Osborn <josborn@tcnj.edu>

Dear Jane,

Math/Stat will be able to handle those additional STA 115/215 students. I'm assuming that the numbers for the new Anthropology major will be modest initially, and growth will be gradual.

Sincerely,
Tom

On Jan 28, 2020, at 9:15 AM, Wong, Jane <wongj@tcnj.edu> wrote:

> Dear Tom and Jeff,
>
> I hope this message finds you well and the new semester off to a good start.
>
> Please find attached the "New Degree Program Approval Process Cover Page" and our proposal for a new Anthropology major. We are at Step 5 of the Degree Program Approval Process and the HSS Curriculum Committee has signed off on the proposal. The next step is College Governance.
>
> The instructions on the cover page ask that if the proposal will have an impact on Departments and Schools outside the proposing unit then the potentially impacted Departments and School will have the opportunity to review and offer feedback on the proposal. In the proposed curriculum (please refer to pages 22 to 24) students must select one of the following: PHL102 **or** STA 115. STA 215 could also count. Would you please review the proposal and let me know if you should have any questions or concerns? If you do not have questions or concerns, please and sign on page 2 of the cover page and return to me.
>
> Thank you in advance,
>
> Jane

--
Jane Wong, Ph.D.
Dean, School of Humanities and Social Sciences
PO Box 7718 Ewing, NJ 08628-0718
609-771-3434

The College of New Jersey
New Degree Program Approval Process Cover Page

Directions: Complete this cover page at Step 5 in the Degree Program Approval Process policy (https://policies.tcnj.edu/?p=215) before sending the proposal to the Steering Committee. Submit as a packet the following documents to the co-chairs of the Steering Committee via email: a cover memo from the dean; this cover page; the degree program proposal; and any additional attachments. The Steering Committee will then forward these materials to the Committee on Academic Programs (CAP) for review. Note: the materials for proposed graduate programs should include documentation of review and recommendation by the Graduate Studies Council, and the materials for proposed teacher education programs should include documentation of review and recommendation by the Teacher Education Council.

Degree Program Title and Designation: **Anthropology, Bachelor of Arts**

Home School: Humanities and Social Sciences

Home Department: **Sociology and Anthropology**

Contact Person for Information about this Proposal: **Dr. Miriam Shakow, Chair, Department of Sociology and Anthropology**

Proposed Semester/Year for Program to Begin: **Fall 2021**

Briefly describe the proposed program. If applicable, list other departments and schools with courses included in the program.

The proposed Anthropology BA degree program is designed to provide students with a scientific and holistic understanding of the human condition. By offering courses in all four traditional subfields of anthropology—cultural, biological, linguistic, and archaeological—the Anthropology major offers students a range of approaches to the study of human diversity in a single degree program. Anthropology majors will acquire a deep understanding of concepts including cultural complexity, biological diversity, historical context, global connectivity, and differential access to power and economic resources. Such themes are increasingly important in a complex and global society and, moreover, are part of a broad skillset currently valued in a variety of professional fields and academic settings. The program itself is an eleven-course sequence that includes statistics, core anthropology theory and methods courses, anthropology options, and a senior internship or thesis capstone. The Anthropology BA program will further TCNJ's core mission of providing a rigorous liberal arts education and will enhance and promote student participation in TCNJ signature experiences such as undergraduate research, mentored internships, field experiences, global education, and community-engaged learning. Because it draws upon existing course offerings, core faculty, and facilities, the proposed program will be resource neutral.

Attach the most current version of the complete proposal. The signatures below indicate approval of the attached proposal.

Department Chair — Date: 1/17/2020

School Curriculum Committee Chair — Date: 1/24/2020

Dean — Date: 1/24/2020

Consultation with Affected Units:

For undergraduate degree proposals, include a signature from the associate provost of liberal learning indicating that the proposed curriculum meets the Liberal Learning requirements as of the date signed.

Associate Provost for Curriculum and Liberal Learning — Date: 1-30-2020

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

n/a

Vice Provost and Dean of Graduate Studies — Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

Dean of the Library — Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

Department Chair — Date

Date

Date

Dean — Date

Date

Date

Final Steps in the Approval Process

After review through college governance, the Steering Committee will forward CAP's recommendation to the provost and president, who will submit the proposal to the Board of Trustees for review and approval. Before a new degree program may be implemented, it must be reviewed by the Academic Issues Committee of the New Jersey Presidents' Council and approved by the New Jersey Presidents' Council.

Consultation with Affected Units:

For undergraduate degree proposals, include a signature from the associate provost of liberal learning indicating that the proposed curriculum meets the Liberal Learning requirements as of the date signed.

Associate Provost for Curriculum and Liberal Learning — Date

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

n/a

Vice Provost and Dean of Graduate Studies — Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

Dean of the Library — 2-3-20 Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

Department Chair — Date

Date

Date

Dean — Date

Date

Date

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Associate Provost for Curriculum and Liberal Learning — Date

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

n/a

Vice Provost and Dean of Graduate Studies — Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

Dean of the Library — Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

Department Chair — Date

Date

Date

Dean — 1-30-2020 Date

Date

Date

Final Steps in the Approval Process

After review through college governance, the Steering Committee will forward CAP's recommendation to the provost and president, who will submit the proposal to the Board of Trustees for review and approval. Before a new degree program may be implemented, it must be reviewed by the Academic Issues Committee of the New Jersey Presidents' Council and approved by the New Jersey Presidents' Council.

Proposal to establish a
Bachelor of Arts Degree in Anthropology

School of Humanities and Social Sciences
The College of New Jersey

Sponsoring Faculty: Miriam Shakow (Chair, Sociology and Anthropology), Rachel Adler, Rebecca Li, Jared Beatrice, Holly HK Didi-Ogren, George Leader

Sponsoring Department: Sociology and Anthropology

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The College of New Jersey
Bachelor of Arts in Anthropology

Program Objectives

Introduction
The proposed Anthropology BA degree program at The College of New Jersey (TCNJ) is designed to further TCNJ's core mission of providing a rigorous liberal arts education, as well as to promote employment opportunities for students upon graduation. Many of the objectives of TCNJ's liberal learning program (the general education core) are rooted in humanistic elements that are addressed through student engagement with a broad range of academic fields—from history to social sciences, from linguistics to biology—all of which fall within the uniquely multifaceted and holistic discipline of Anthropology. The addition of an Anthropology major to TCNJ's degree program offerings will support the college's goal of supporting students to become well-rounded and capable of a profound understanding of the human condition. An Anthropology major would contribute to the core learning outcomes promoted by the College. For example, regarding students' worldview, the TCNJ liberal learning program states:

"Students should think critically about what it means to be human, and to explore and interpret the human place in the universe." (https://liberallearning.tcnj.edu/learning-outcomes-broad-areas-of-human-inquiry/).

This is a fundamental principle in Anthropology: to understand ourselves and our relationship to one another and our surrounding environment. In addition, Anthropology pertains to other goals of the liberal learning program:

"Students should understand the social context within which they live, and understand how the social dynamics of human behavior and the structures of social institutions influence beliefs and actions." (ibid).

Simply put, Anthropology, as a scientifically grounded method of understanding cultural behavior and biological variation through the study of modern and past human groups, embodies the liberal arts mission of The College of New Jersey. Anthropology prepares graduates for a wide array of careers, from law to medicine to nursing, from business to public service. Anthropology majors are in demand by major corporations, non-profit organizations, and government agencies for their global engagement, attention to the concerns and viewpoints of other people, their skills in research, and theoretical sophistication. Anthropology also prepares students to be active citizens in our democracy.

Anthropology Major
The Anthropology major would engage students in the comparative study of human societies and conditions. Anthropology majors will learn about practices and beliefs in a wide range of human societies around the world, both past and present. Through study in the four main subfields of Anthropology—cultural, biological, linguistic, and archaeological—Anthropology students will

approach the human condition from a framework that is inherently multidisciplinary. In the process, students will develop an understanding of cultural complexity, biological diversity, historical context, global connectivity, and differential access to power and economic resources. Anthropology's unique contributions to undergraduate education allow students to look at their own social worlds with a critical lens while questioning ethnocentric assumptions about other societies and social groups. Anthropology is unique as a discipline in that it seeks to understand people from their own point of view. Anthropology privileges learning by doing (research), global experience (study abroad), and public engagement (internships for the public good).

A particular strength of Anthropology as an undergraduate major is its holistic approach, which draws upon several sub-disciplines. By analyzing evidence gained from cultural Anthropology, biological Anthropology, archaeology, and linguistic Anthropology, students learn first-hand how different methods can address similar questions and complement each other.

TCNJ promotes and supports specific *Signature Experiences* that all students should have during their enrollment. These experiences, which include opportunities for undergraduate research, global education, guided internships, and community engaged learning, are all well served by the Anthropology major. For example, Anthropology majors at TCNJ would be required to learn research methods in at least one of the four subfields—cultural Anthropology, biological Anthropology, archeology, and linguistic Anthropology—offered by TCNJ's full-time faculty. Research skills in cultural or linguistic Anthropology might involve, for instance, mastering qualitative interviewing methods and carrying out interviews as part of a faculty research project before initiating the student's own project. Research skills in biological Anthropology might involve analysis of the human skeleton (human osteology). Students who excel in research methods would have the opportunity to work with faculty on faculty-led research, given that TCNJ faculty and adjuncts have long been and continue to carry out research in all four major subfields of Anthropology on or near the campus.

Also relevant to TCNJ's five signature experiences (above), Anthropology majors would be strongly encouraged to study abroad for a minimum of one summer term. Study abroad and experiential learning form an integral part of the course of study for the proposed Anthropology major. Department faculty have already determined which of TCNJ's affiliated study abroad programs work best for Anthropology students, identifying specific TCNJ-led and TCNJ-exchange programs with excellent Anthropology course options, research opportunities, and internships. The TCNJ Italy Study Center in Bologna, for example, offers invaluable opportunities for research and internships for those students interested in migration, racism, and social justice. While abroad, Anthropology students will be encouraged to carry out independent research or internships that will serve as the basis for the senior capstone, or gain in-depth, specialized research and data-collection skills (such as participating in archaeological digs).

Finally, as articulated in TCNJ's signature experiences, Anthropology majors will have the opportunity to carry out community based internships as part of the Senior Capstone for the Anthropology major, and to participate in designated "Advanced Community Engaged Learning" courses. These are classes that have a major component based upon experiential learning in the community. The core cultural Anthropology research course, ANT 401 Urban Ethnography, is designated as such a course.

Evaluation and Learning Outcomes/Assessment Plan

The Anthropology major is designed to be in alignment with the learning outcomes of the Middle States Commission on Higher Education and of the TCNJ School of Humanities and Social Sciences (HSS) and will be assessed in comparison to those outcomes. The TCNJ HSS Mission Statement reads:
"Grounded in the liberal arts, and focused on undergraduate programs and targeted graduate programs, the School of Humanities and Social Sciences provides a personalized, collaborative, and rigorous education in the humanities and social sciences that engages students at the highest level both within and beyond the classroom, as well as within and beyond a single discipline. We in HSS believe in the transformative power of a liberal arts education to develop analytical, critical, and creative thinkers, conscientious and active global citizens, and lifelong learners and leaders. In addition to providing a liberal arts grounding for all TCNJ students, our school empowers our diverse students, staff, and faculty to succeed in the careers that they undertake and to sustain and enhance their communities both locally and globally."
(https://hss.tcnj.edu/school-resources/mission-vision-statements/)

In keeping with the HSS mission statement, evaluating the Learning Outcomes of the Anthropology Major will follow the protocol already used by the Sociology and Anthropology department to evaluate the Sociology Major program and the Self Designed Anthropology Major program. All TCNJ academic departments and degree programs ("majors") are required to complete an annual assessment in a seven year cycle for the College's Learning Outcomes and Assessment Committee (LOAC) and every Sociology & Anthropology department faculty member (including the anthropology faculty) has participated fully in this process. Given the long-time experience with this evaluation process, adding an annual LOAC assessment for the Anthropology Major will be relatively straightforward.

Learning Outcomes
The Learning Outcomes (LO) of Anthropology majors were developed in response to the mission of the School of Humanities and Social Sciences to "develop analytical, critical, and creative thinkers, conscientious and active global citizens" The Department of Sociology and Anthropology will, as it does for the Sociology major, regularly assesses its learning outcomes in regulation with HSS and Middle States policy according to the following categories:

Critical Thinking: Students will be able to abstract general propositions from textual, observational, and qualitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence.

Concepts and Paradigms: Students will be able to explain anthropological understanding of culture, social structure, and social processes grounded in anthropological theory.

Application: Students will be able to connect Anthropology to their public and private lives-as members of families and organizations and as citizens of local, national, and global communities.

Research Methods: Students will be able to posit interesting and important anthropological research questions, analyze quantitative and/or qualitative data, interpret their findings and effectively communicate their results to appropriate audiences.

Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large audiences and small groups, to listen to others and respond constructively, and to demonstrate leadership skills and collaboration skills.

Information Literacy: Students will be able to distinguish between scientifically-grounded observation, logical proposition, anecdote, and opinion.

Assessment
The assessment of students will follow previous methods of the Department of Sociology and Anthropology as required by the Learning Outcomes and Assessment Committee and Middle States.

The steps of the Learning Outcomes and Assessment Committee's seven year cycle are:

1. Self Study and External Review
2. Revision of Strategic Plan
3. Revise Learning Outcomes and Assessment Plan
4. Learning Outcomes and Assessment-Introductory courses
5. Learning Outcomes and Assessment-Method and Theory core courses
6. Learning Outcomes and Assessment-Anthropology options (electives)
7. Learning Outcomes and Assessment-Capstone Courses

Following the model already in use for the Sociology Major, students' learning outcomes and program efficacy will be evaluated by faculty at a group retreat at the end of each Spring term.

A recent sociology assessment retreat that examined student feedback response rates of the Sociocultural Theory course (SOC 301), a course similar to the core theory course that Anthropology majors will be required to complete, serves to illustrate the department's LOAC assessment process for the new Anthropology major:

Sociology Major Assessment Report

Submitted to HSS LOAC on October 1, 2014 (Approved)

Learning Objectives Assessed:

This report covers the learning goals that were assessed in SOC 301: Socio-Cultural Theory. SOC 301 is a required course in the sociology major, which is usually taken in the sophomore or junior year. Students are expected to demonstrate an intermediate level of competency on three learning goals associated with this course:

Concepts and Paradigms: Students will be able to explain sociological understanding of culture, social structure, and social processes using the functionalist, conflict and interactionist perspectives in the context of the United States and other societies.

Application: Students will be able to connect sociology to their public and private lives-as members of families and organizations and as citizens of local, national, and global communities.

Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large audiences and small groups, to listen to others and respond constructively, and to demonstrate leadership skills and collaboration skills

Assessment Methods:

There were four sections of SOC 301 offered in AY 2013-14. For each section, the instructor was asked a priori to designate an assignment that would be used for assessment. The population of students submissions for these assignments were collected (48 total), and identifying information was removed (name, instructor name, semester, section, etc.) and each was assigned a random number. Two copies of each blinded paper were made and distributed evenly (and somewhat randomly) to all members of the department faculty, excluding the instructors for SOC 301 (six faculty members participated).

Assignment instructions were distributed to all participating faculty. Faculty then determined a rubric for classifying students on all three learning goals as either "Exceeding Expectations" (Coded 3), "Meeting Expectations" (Coded 2) or having only "Emergent Understanding" (Coded 1). For "Concepts and Paradigms", students would need to identify a generalized principle that corresponds to one of the three principle paradigms in sociology. For "Application", students would need to apply this to a real world context. For "Communication", students would need to write a logical and cogent paper, that conveys both ideas and findings.

Each faculty member then scored each paper independently, so each student paper was read and coded on all three criteria by two faculty members. Intercoder reliability was high: in only 10 of 48 cases did one faculty member code a paper as "Emergent", while the second faculty member coded the paper as meeting or exceeding expectations on at least one of the three objectives. In each of these cases, a discussion of coding was held. In the eight cases where the two initial coders could not resolve the differences, a third faculty member read and coded the paper, and a discussion of the coding took place. In each of these eight cases, the third reviewer's codes corresponded with at least one of the initial reviewers.

Findings:

We found at least one faculty member had coded 7 of 48 (14.6%) submissions on "Concepts and Paradigms" as "Emergent"; 5 (10.4%) submissions on "Application"; and for only 3 (6.3%) submissions on "Communication". However, when multiple faculty members' coding were

considered, only three submissions (6.3%) failed to at least meet expectations on any one of the three learning goals and none failed to meet expectations on all three.

Reflection:

Given the range in student performance overall, we are confident that SOC 301 is meeting our learning objectives for this course. We affirm that SOC 301 does not need to have identical projects for assessment, but that faculty teaching this course should continue to designate one major assignment for assessment purposes.

At the end of the first year following the launch of the Anthropology major, a similar evaluation will be conducted. The results will allow the department to develop an adaptive strategic plan that can be revised according to evidence about the efficacy of our program.

The assessment cycle will take place as follows:

Anthropology Major Learning Outcomes Assessment

Learning Objectives	Assessed in	Assessment Strategy	Cycle
Critical Thinking: Students will be able to abstract general propositions from textual, observational, and qualitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence. For example, this would include such things as: engaging in current issues and debates in human evolution; comparing and contrasting journalistic and other media accounts with scholarly texts; incorporating new biological, linguistic,	Introduction to Cultural Anthropology - ANT 110 Introduction to Physical Anthropology - ANT 111 Introduction to Archaeology - ANT 112 Language and Culture – ANT 213	Portfolio analysis of students in introductory-level courses. Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	LO Assessment 1 (Step 4- Introductory Courses)

social, cultural, and archeological evidence into students' current knowledge frameworks.			
Concepts and Paradigms: Students will be able to explain anthropological understanding of culture, social structure, and social processes grounded in anthropological theory. For example, this would include such things as: processualism and post-processualism in archeology; intersectionality, thick description, racial formation, cultural relativism, practice theory in cultural Anthropology; evolutionary theory, adaptation, and selective pressures in biological Anthropology; sociolinguistics, prescriptive and descriptive language, speech communities, intertextuality and linguistic variation in linguistic Anthropology.	Introduction to Cultural Anthropology- ANT 110 Introduction to Physical Anthropology - ANT 111 Introduction to Archaeology - ANT 112 Language and Culture - ANT 213	Portfolio analysis of students in introductory level courses. Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	LO Assessment 1 (Step 4- Introductory Courses and Step 6 Anthropology Electives)

Application: Students will be able to connect Anthropology to their public and private lives--as members of families and organizations and as citizens of local, national, and global communities. For example, this would include teaching such frameworks and thematic courses as: applied cultural Anthropology; forensic Anthropology; public policy development; partnering with community service organizations to provide anthropological solutions to local, regional, national and international problems; cultural resource management.	Senior Thesis - ANT 393 & ANT 493 Senior Capstone Guided Internship - ANT 488	Portfolio analysis of students in capstone courses. Ongoing discussion with regard to rubric development and revision for capstone courses.	LO Assessment 4 (Step 7- Capstone Courses)
Research Methods: Students will be able to posit interesting and important anthropological research questions, analyze quantitative and/or qualitative data, interpret their findings and effectively communicate their results to a variety of audiences.	Development of Sociocultural Theory - SOC 301 and Human Osteology – ANT 361 or Archaeological Field Methods - ANT 370 or Urban Ethnography- ANT 401 or Quantitative	Portfolio analysis of research papers. To assess research methods an evaluation of the research output of students will be conducted on a quantitative scale by professors. Ongoing discussion with regard to rubric development and revision.	LO Assessment 2 (Step 5 - Method and Theory Core Courses)

	Methods - SOC 302		
Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, convey ideas and research findings to large audiences and small groups, listen to others and respond constructively, to demonstrate leadership skills and collaboration skills, and communicate anthropological concepts to both anthropological and non-anthropological audiences.	Development of Sociocultural Theory - SOC 301 and Human Osteology – ANT 361 or Archaeological Field Methods - ANT 370 or Urban Ethnography- ANT 401 or Quantitative Methods - SOC 302	Oral communication skills will be assessed by (1) collecting baseline data in intro-level courses; (2) observation of ANT student research presentations; and (3) observation of student presentations in ANT 499 capstone. Writing skills will be assessed by (1) collecting baseline data by analyzing written assignment from a random sample of introductory-level students; (2) analysis of the papers. Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.	LO Assessment 2 (Step 5 - Method and Theory Core Courses)

Information Literacy: Students will be able to distinguish between scientifically-grounded peer reviewed anthropological research findings, on the one hand, and, on the other hand, personal observation, illogical proposition, anecdote, and opinion within popular or other non-scholarly representations of social life.	Introduction to Cultural Anthropology - ANT 110 Introduction to Physical Anthropology - ANT 111 Introduction to Archaeology - ANT 112 Language and Culture – ANT 213	Common assignment to be developed across upper level electives to assess information literacy Ongoing discussion with regard to rubric development and revision.	LO Assessment 4 (Step 4- Introductory Courses)

Relation to TCNJ Strategic Plan and Other Programs

The College of New Jersey's Mission emphasizes developing "critical thinkers, responsible citizens, lifelong learners...both locally and globally…" The field of Anthropology encourages students to think about the world in a holistic way, providing an opportunity to understand human behavior, culture and biology with nuance and empathy. Anthropology seeks to learn from humanity's past and use it to understand the present and anticipate the future. The proposed major promotes the development of these skills embodied in the College's mission.

As mentioned previously, the major in Anthropology would further many of the *Signature Experiences* proposed in TCNJ's strategic plan, as follows:

a) Mentored Research and Field Experiences
Anthropology faculty will continue to mentor Anthropology majors in diverse research projects whose methods range from osteological analysis of human skeletons (e.g., the Arch Street Project) to the dating of archaeological artifacts (e.g., the William Green House site excavation) to qualitative interviews to linguistic analysis (e.g. the Trenton homeless life history study). Because of the experiential, hands-on nature of all four sub-fields, Anthropology offers unique opportunities for students to work collaboratively on faculty research projects and on independent, mentored research projects both on and off campus.

b) Global Education
As a discipline based upon global comparisons of communities and other populations, Anthropology majors will be strongly encouraged to study abroad for at least one summer term; we expect that a majority of students would choose to study abroad for longer. In addition, a foreign language course at the advanced level may replace the quantitative methods course for those students with a strong interest in international work.

c) Community Engaged Learning
Many Anthropology courses are already taught as designated *Advanced Community Engaged Learning* courses, as Anthropology's focus on communities' daily, lived experiences is central to the learning experiences of students. An Anthropology major will foster the goal of making community engaged learning experiences available to students.

The Anthropology major also encourages the value of *engagement* as stated in the TCNJ Mission. The Anthropology major encourages "collaboration across disciplinary and operational boundaries" because it lends itself well to articulation with other majors, whether students join the major or not. Nursing students, for instance, may not be able to add an Anthropology major because of the rigid nature of their course of study, but will still be well served by taking courses in Anthropology. Anthropology enhances nursing coursework and helps student nurses become better, more culturally aware practitioners. In other fields, dual majoring in Anthropology is expected. Students majoring in psychology, biology, history and business are likely to see how Anthropology can add to those other fields. These interdisciplinary connections are not just good for the students; they benefit the College, as well, by furthering its mission.

Need

The need for an Anthropology major at TCNJ is demonstrated by a considerable increase in students completing a self-designed Anthropology major (see Tables 1 and 2 and Figures 1, 2 and 3). The rising enrollment in Anthropology courses suggests additional interest will grow. Student-engaged research projects such as the widely publicized "Arch Street Project" (https://www.nytimes.com/2019/03/25/science/colonial-cemetery-philadelphia-archaeology.html) exemplify the potential for attracting students to the major who are interested in conducting meaningful academic research.

An Anthropology major at TCNJ will serve students interested in the Anthropology of health and wellness, the Anthropology of race and ethnicity, the Anthropology of Latin America, medical Anthropology, and environmental Anthropology in particular. These topics often foster a greater desire to pursue cultural aspects of health research. The new major will shift the burden away from programs for which there are large numbers of applicants to TCNJ, but not enough capacity to accommodate them, such as Biology and Nursing. We are enthusiastic about offering anthropology as a complement to pre-med students who might be interested in investigating the humanistic elements of medicine and health sciences or who might otherwise be discouraged from applying to TCNJ because of the competitive nature of admission to other traditional pre-med majors. Also, the Anthropology program can facilitate students' entrance into TCNJ's new Master's in Public Health (MPH) program by offering our Anthropology BA graduates an opportunity to pursue health research and careers in graduate school at TCNJ.

The creation of the Anthropology major will also ease the current burden on faculty who currently work closely with students to go through the cumbersome and frustrating self-designed major process. Not only is this process time consuming for students, it is for faculty as well. We have estimated that faculty in the department spend an average of eight hours of advising per student before his or her self-designed major is approved. Furthermore, there is a poor fit

between the state-mandated requirements of the self-designed major program, which requires an honors-level GPA and very specific advance plans for Senior Thesis at the time of application during the students' freshman and sophomore years, and the needs of TCNJ students who wish to become Anthropology majors. Students often find that the proposal they write for the self-designed major committee is not useful, in part because their interests change over their four years in college and because of the unpredictability of the course schedules beyond the time frame of the next semester. Creating a new Anthropology major allows for a more efficient and productive use of faculty and student time.

Additionally, Anthropology faculty regularly hear from students who would like to major in Anthropology, but are dissuaded by the self-designed major process or the need to graduate with a recognized degree listed on their diploma and transcript (self-designed majors are listed as "Interdisciplinary Studies" on students' diplomas). Thus, while we currently have robust numbers of self-designed majors in Anthropology, we anticipate that more students would pursue Anthropology if it were offered as a major, as having a major would alleviate both the burdensome self-designed major process and give students a transparent, official record of having completed a degree in Anthropology.

Furthermore, faculty regularly hear from prospective students at TCNJ's recruitment events (Lion's Days) who are interested in pursuing a major in Anthropology, and who are disappointed to learn that we do not offer a major. It is logical to assume that having an Anthropology major would attract students to TCNJ who would not otherwise apply.

Table 1.
Students who have graduated with Self-Designed Major in Anthropology since 2011

2011	2012	2013	2014	2015	2016	2017	2018	2019	**Total**
2	2	1	0	0	1	2	5	5	**18**

Table 2. Current Self-Designed Majors

Enrolled in coursework and drafting SDM application	Sophomore	Junior	Senior	**Total**
3	0	2	8	**13**

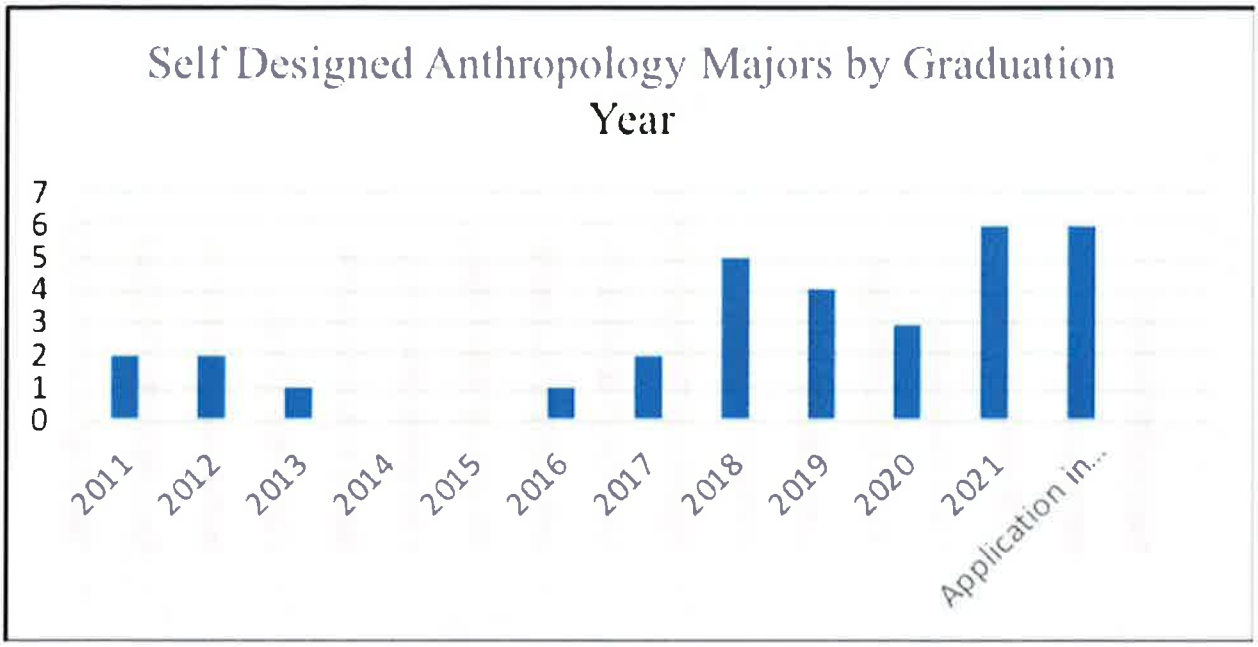

Figure 1. Self-Designed Anthropology Majors by Year

Total graduated and current self-designed Anthropology majors: 32

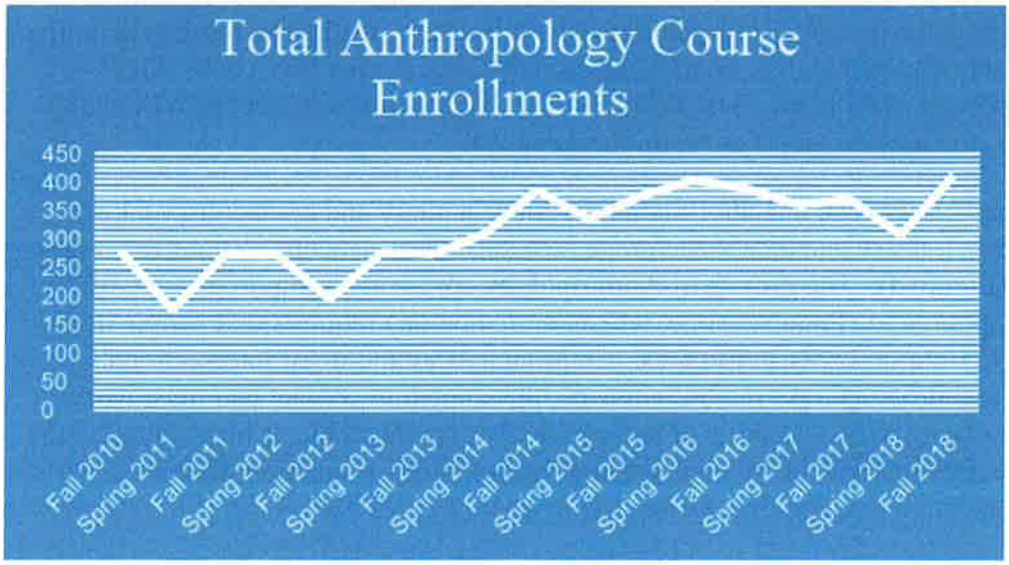

Figure 2. Total Anthropology Course Enrollments.

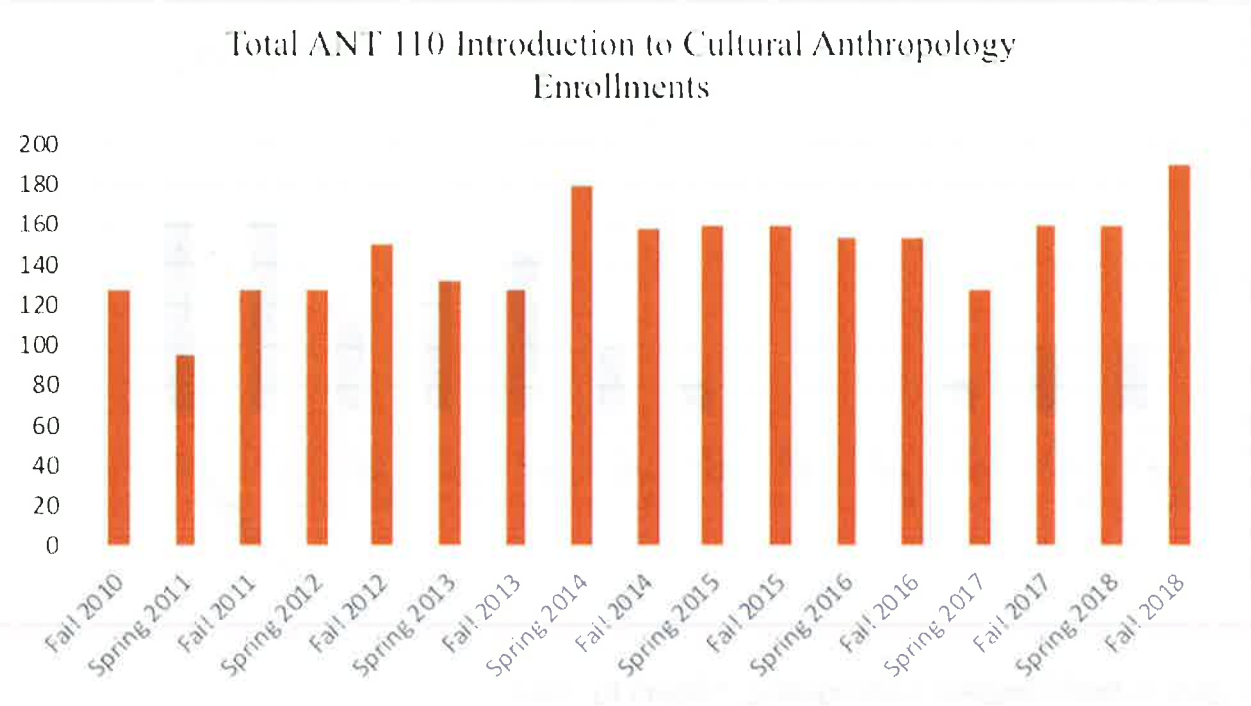

Figure 3. Total Introduction to Cultural Anthropology Course Enrollments

The U.S. Labor Market and the Need for Anthropologists

The high student and TCNJ faculty demand for an Anthropology Major reflects trends in the U.S. labor market, where the need for anthropologists has also been steadily increasing as both a career path and as a set of valued skills. The *US News and World Report* "Best Jobs 2019" ranking lists Anthropology as #5 in its "Best Science Jobs" list, an increase from its #7 ranking in 2017; archaeology, meanwhile, ranks as #6 on the same list.

Also, according to the U.S. Bureau of Labor Statistics, Anthropology and archaeology careers are projected to grow at a faster rate than the average post-secondary academic major for at least the next three years (Figure 4). The growth of Anthropology comes at an important time of challenges from xenophobia to climate change, when our democracy requires that people in the U.S. attain global, cross-cultural perspectives, as well as an understanding of intersectional structural inequality and privilege. As more diverse people come into contact and must work together in problem-solving roles, the skills of anthropologists are desirable as highlighted in the *Huffington Post*'s Oct 2016 article, "Universities need Anthropology now, more than ever" (https://www.huffpost.com/entry/universities-need-anthrop_b_12576982).

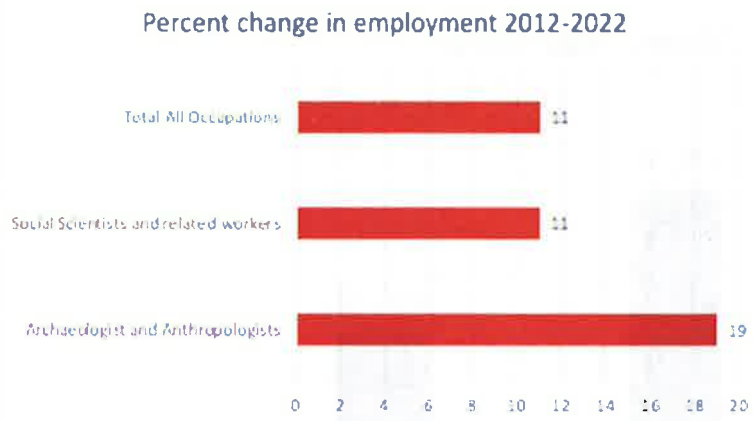

Figure 4. U.S. Bureau of Labor Statistics, Anthropologists and Archaeologists. http://www.bls.gov/ooh/life-physical-and-social-science/print/anthropologist-and-archaeologists.htm, from 2014.

Anthropologists also earn competitive salaries within the labor market. Anthropologists' median salary is $62,280, while the best-paid 25% of anthropologists earn between $81,170 and $102,000 annually. In addition, the U.S. Bureau of Labor data show that anthropologists and social scientists maintain a higher than median wage when compared to the average of all occupations (Figure 5). When working in a managerial role, workers with at least a BA in Anthropology earn competitive wages (Figure 6).

Furthermore, because Anthropology is inherently interdisciplinary and provides students with a broad array of skills, graduated majors are well-positioned to find careers in a variety of professional fields in addition to academic research. Anthropology BA graduates work in the corporate sector, the non-profit sector, in government, as well as in academia. In 2012, according to the US Bureau of Labor Statistics, 25% of anthropologists were employed in research functions, 21% by the federal government, and 16% in the private sector as management, scientific, and technical consultants.

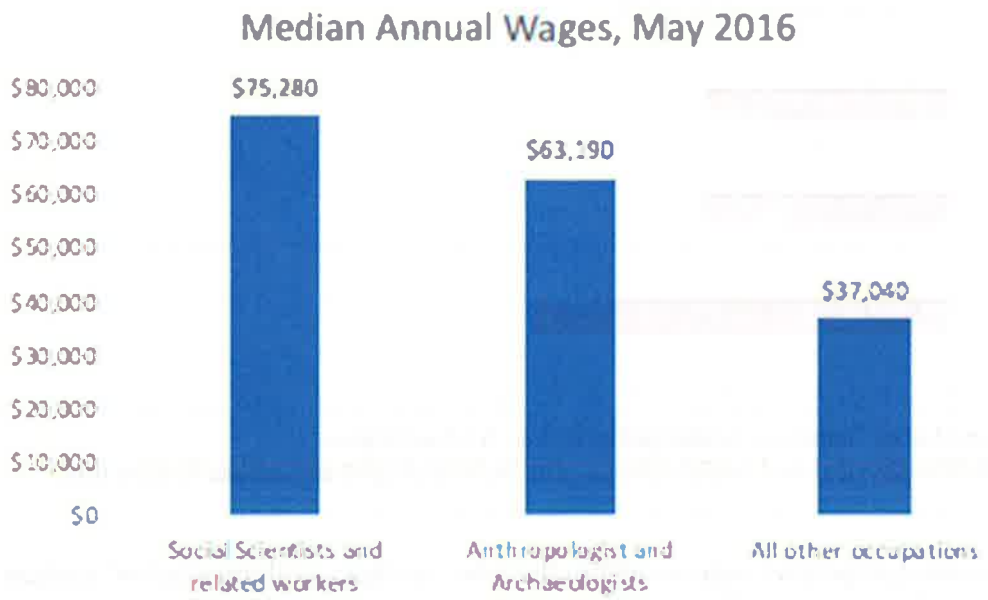

Figure 5. May 2016 Median Annual Wage from U.S. Bureau of Labor Statistics, Occupational Employment Statistics. http://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archaeologists.htm. From 2014.

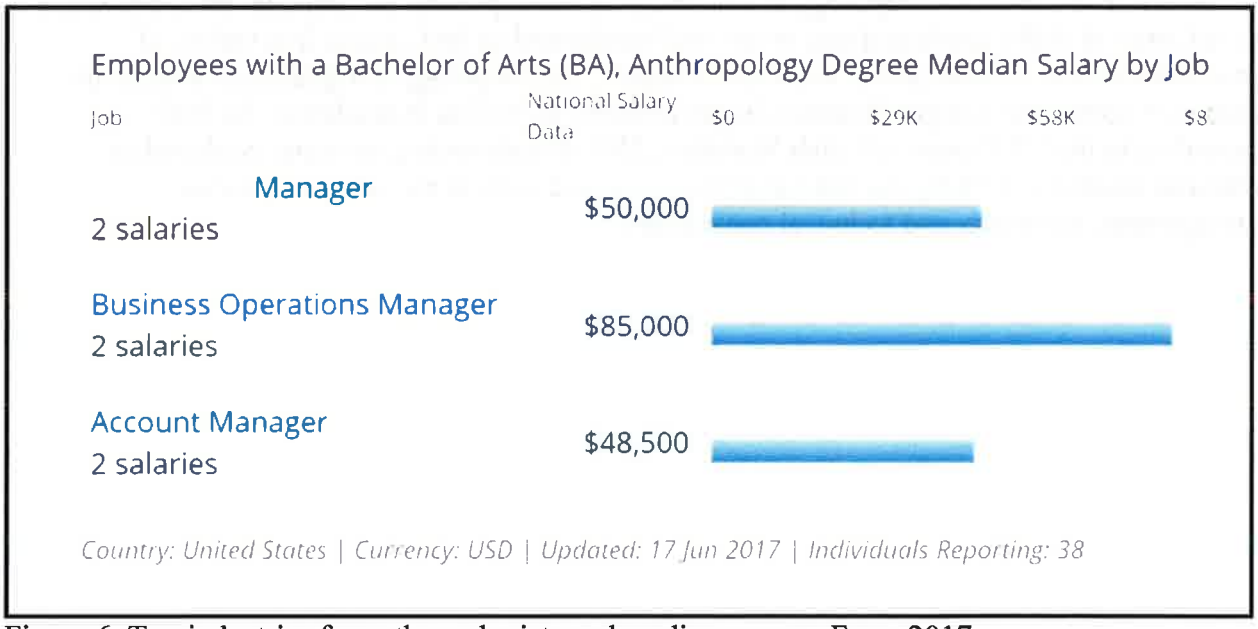

Figure 6. Top industries for anthropologists and median wages. From 2017. http.www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Anthropology/Salary#by_Job

Anthropology at New Jersey State Colleges and Universities

TCNJ is not alone in recognizing the need for anthropologists as well as the skills provided in Anthropology courses. Several other New Jersey colleges and universities are already granting

Anthropology degrees (Table 3). The absence of an Anthropology major at TCNJ makes this institution less appealing to prospective students, some of whom choose to attend other institutions where they can major in Anthropology. It also means that without an Anthropology major, TCNJ is missing out on providing its students with meaningful job opportunities in a growing field. As demonstrated by the above and following data from TCNJ, the state of New Jersey, and the U.S. labor market, Anthropology is seen as a valuable major by both students and employers. Students with anthropological skills are able to tackle a wide range of issues and careers, making them desirable in the workplace.

Table 3. New Jersey schools granting Anthropology degrees

School	Degree	Description	Degrees Conferred
Rutgers, New Brunswick	BA and BS	Four Field, Evolutionary	73
Montclair State	BA	Four Field	11
Monmouth	BA and MA	Three Field	26
Seton Hall	BA	Two Field	2
Drew	BA	Four Field	21
Princeton	BA	Four Field	30
William Paterson	BA	Four Field	13

From New Jersey Institutions' Anthropology Degrees conferred (2016, for which data is available at U.S. Department of Education's 2015-2016 IPEDS, https://nces.ed.gov/ipeds/
Compiled by Newell, J. Rowan University, Program announcement. *

**(Rowan University is the most recent New Jersey state institution to add a Bachelor of Arts in Anthropology in 2018, bringing the total number to eight.)*

Anthropology Programs at TCNJ's Peer and Aspirant Institutions

Table 4. Summary of the characteristics of peer institution Anthropology programs

Institution	**Combined SOC/ANT major**	**Combined Department**	**ANT major**	**Subfield(s) offered**	**Number of ANT faculty**
University of Mary Washington (VA)	No	Yes	Yes	Cultural	4
SUNY Geneseo	No	No	Yes	4-field	6
William and Mary College (VA)	No	No	Yes	Cultural, Bio, Arch; Ling is optional	19
Knox College (IL)	Yes	Yes	combined with SOC	Cultural	5
Bucknell University (PA)	No	Yes	Yes	Cultural	5
Franklin and Marshall (PA)	No	No	Yes	Cultural, Arch, Ling.	5
Evergreen State College (W)	N/A	N/A	N/A	Combine Anthropology with history, psychology, sociology, literature, religion, & biology	3
New College of Florida	No	No	Yes	cultural and arch, then must take bio and/or ling	4
St. Mary's College (MD)	No	No	Yes	4-field	4
Truman State University (MO)	Yes	Yes	Combined with SOC	4-field	5

Anticipated student enrollments until optimal enrollment is reached

As demonstrated above, self-designed Anthropology majors are already prevalent within the department and numbers are continuing to rise. Interest among prospective students has also been demonstrated in the previous section. Given the factors outlined in the previous section, we predict steady growth to continue. We currently have 13 self-designed majors across all four years. Because students view the self-designed major process as onerous, we anticipate more students will join the major after it is created. Given current TCNJ enrollment trends, we expect 5 first-year students to enroll in the Anthropology major during its first year of existence, and 5 students to transfer from other colleges. We expect this trend to continue, so that by year five, we expect to have 40 students majoring in Anthropology at any given time, across freshman, sophomore, junior, and senior years.

Program Resources

Core Faculty
The Department of Sociology and Anthropology currently includes four tenure-line anthropologists (Cultural Anthropologists Rachel Adler and Miriam Shakow, Biological Anthropologist Jared Beatrice and Linguistic Anthropologist Holly Didi-Ogren, whose line is shared with World Languages and Cultures), and one full time one-year renewable position (Archaeologist George Leader). Our curriculum supports a holistic approach that recognizes all four major areas of the field: cultural Anthropology, biological Anthropology, linguistic Anthropology, and archaeology.

Courses
The Anthropology major draws upon the existing courses offered in the Department of Sociology and Anthropology and requires no extra resources.

Library
The Anthropology faculty have determined that the library holdings and resources are fully sufficient for the addition of an Anthropology major. The R. Barbara Gitenstein Library at The College of New Jersey has over 600,000 books and 400+ active journal subscriptions. There are approximately 2,600 books in the collection in Library of Congress Classification section GN (Anthropology) and many more Anthropology-related titles throughout the rest of the library collection. The Library maintains active subscriptions to many Anthropology-related electronic resources, including AnthroSource—the full text journal collection of the American Anthropological Association, Anthropology Plus—an abstracting and indexing/search discovery tool, and ArtStor, which contains photographic images of cultural artifacts. The librarians are provided with annual discretionary funds for new book and journal acquisition, allowing Anthropology faculty to request to purchase of any market-rate books. In light of these plentiful library resources, the Anthropology Major requires no additional library resources.

Equipment and Computer Support
The Anthropology Major is well served by the College's current equipment policies and requires no additional resources.

Facilities
The major will be housed in the Social Sciences Building, where the majority of the core faculty of the Department of Sociology and Anthropology is already housed. Priority classrooms for the Sociology & Anthropology department in the Social Sciences Building and Bliss Hall are sufficient for the department and the new major will require no extra resources.

The Anthropology Laboratory in the Department of Sociology and Anthropology currently supports the analysis of a large collection of human skeletal remains from historic Philadelphia (the Arch Street Project) as well as the storage of artifacts from on-campus excavations at the William Green House.

Administration/Organization
In regard to administrative costs, once again, this major would be resource neutral. It would require no new faculty or administrative personnel, and there would be a limited need for new course development. The Program Assistant and student workers in the Department of Sociology and Anthropology already support the current programs in the department. The Anthropology major would simply represent a logical extension of the support they already provide.

The Anthropology major would require little new course development. The department's Anthropology courses, all listed in the template below, are already taught regularly. Most notably, the new major would require no additional teaching personnel. We have the faculty to offer students a rigorous, well-rounded, and engaging course of study.

Degree Requirements

The following are courses the department currently offers, and are sufficient to support an Anthropology major:

Anthropology Major Course Template

	Requirements:	**Description:**	**Courses:**
1	Logic or Statistics	Choose One	PHL 102 Introduction to Logic OR STA 115 Introduction to Statistics
2	Introductory Course	Required	ANT 110 Introduction to Cultural Anthropology
3	General Methods Course OR Advanced Language Study	Choose One	SOC 302 Quantitative Methods OR Advanced Language Study (200, 300, or 400 level) OR Study Abroad

4	Specialized Methods Course	Required Choose one	ANT 390 Research Course in Anthropology; ANT 401 Urban Ethnography; ANT 361 Osteology & Forensic Anthropology; ANT 370 Archaeology Field Methods
5	Social Theory	Required	SOC 301 Sociocultural Theory
6	Additional subfield introductory course	Required Choose one	ANT 111 Introduction to Physical Anthropology; ANT 112 Introduction to Archaeology; ANT 213 Language and Culture
7 - 10	Anthropology Options	Choose 4	ANT 171 Contemporary Japan ANT 205 Human Evolution ANT 213 Language and Culture: Introduction to Linguistic Anthropology ANT 240 Epidemiology ANT 245 Modern Arabic Society and the Media ANT 246 Climate Change and Society ANT 270 Special Topics in Anthropology ANT 271 Gender and Language ANT 311 Women and migration ANT 313 Vampires, Werewolves and Witches ANT 315 Ethnicity, Race and Nation ANT 335 Global Urbanization ANT 337 Food, Biology and Culture ANT 340 Social Change in Latin America ANT 341 Environmental Anthropology

			ANT 361 Human Osteology and Forensic Anthropology ANT 370 Topics in Anthropology ANT 371 Culture, Health and Illness ANT 372 Global Public Health ANT 373 Public Health and Social Policy ANT 390 Research Course in Anthropology ANT 401 Urban Ethnography
11	Capstone	Required	ANT 488 Senior Seminar: Guided Internship OR ANT 393/493 Senior Thesis

Anthropology Major Courses offered:

Core options offered outside the department and which count toward liberal learning
Statistics – STA 115 Math requirement
Statistical Inference - STA 215 Math requirement

Anthropology Core Requirements
Introduction to Cultural Anthropology - ANT 110
Introduction to Physical Anthropology - ANT 111
Introduction to Archaeology - ANT 112
Language and Culture: Introduction to Linguistic Anthropology – ANT 213

Methods Courses
Human Osteology and Forensic Anthropology – ANT 361
Archaeological Field Methods - ANT 370
Research Course in Anthropology - ANT 390
Urban Ethnography - ANT 401
Qualitative Interviewing and Analysis – SOC 404 (potential cross-listing)

Electives
Contemporary Japan - ANT 171
Human Evolution – ANT 205
Epidemiology - ANT 240
Climate Change and Society – ANT 246
Modern Arabic Society and the Media - ANT 245
Special Topics in Anthropology - ANT 270
Gender and Language – ANT 271
Women in Migration – ANT 311

Vampires, Werewolves and Witches – ANT 313
Ethnicity, Race and Nation – ANT 315
Global Urbanization – ANT 335
Food, Biology and Culture – ANT 337
Social Change in Latin America – ANT 340
Environmental Anthropology – ANT 341
Topics in Anthropology – ANT 370
Culture, Health and Illness – ANT 371
Global Public Health – ANT 372
US Public Health – ANT 373

Capstone Senior Project

Two options: Capstone by Senior Thesis (two semesters) ANT 393 & ANT 493, Capstone by group seminar-based internship: Senior Seminar: Guided Internship (one semester) ANT 488.

Conclusion

The proposed Anthropology Major at TCNJ supports the mission of the College. It fulfills an important student demand for current TCNJ students, and will attract new students who otherwise might not consider TCNJ. Anthropology is a well-paid and growing field for post-graduate employment, and our students will be well-served by the skill set that they obtain in the major. The institution of a major in Anthropology, a long standing discipline with a long and distinguished intellectual history, will be resource neutral for the college, making it a sensible and logical addition to the liberal arts major offerings at TCNJ.

Appendix A
Sponsor Faculty Profiles:

Miriam Shakow is a sociocultural anthropologist who teaches Introduction to Cultural Anthropology as well as courses on race, political ecology, climate change, and the history and Anthropology of Latin America. Her primary research has centered on how new middle classes in Bolivia interpret and respond to dramatic economic and political transformations. She looks at how conflicts over gender, class, and racial inequalities play out in everyday family life and in community and regional politics. Her book, Along the Bolivian Highway: Social Mobility and Political Culture in a New Middle Class, was published by the University of Pennsylvania Press in 2014. Her new research project focuses on the ways in which teenagers and young adults in Latin America and the U.S. are coping with widespread unemployment and public fears of young people as criminals. She is particularly interested in exploring how ideas about youth and their roles in society have changed since the late nineteenth century in both countries. Dr. Shakow earned her Ph.D. from Harvard and holds a BA from Swarthmore College.

Rachel Adler is a cultural anthropologist with research interests in Latino Immigration to the US, Mexican Ethnography, Urban Anthropology, Medical Anthropology, Minority Men's Health, Public Health Nursing, Cultural Competency in Nursing Practice, and Psychiatric Nursing. Dr. Adler holds an M.A. and Ph.D in Anthropology from Arizona State University, a B.S.N. in nursing from Drexel University, an M.S.N in nursing from TCNJ, a B.S in Social Science Secondary Education from SUNY Oneonta and is a board certified nurse practitioner in primary care adult health.

Jared Beatrice is a biological anthropologist specializing in the assessment of stress and disease from the human skeleton. His research interests focus on reconstructing health status and living conditions in both ancient and modern populations. Dr. Beatrice has conducted bioarchaeological fieldwork in Albania, Greece, Italy and, most recently, the United States. He is the principal biological anthropologist for the Arch Street Project, responsible for the analysis of human skeletal remains from 18th and 19th century Philadelphia. He also serves as a primary researcher on the Undocumented Border Crosser (UBC) Health Project, which investigates the biological consequences of structural violence in undocumented migrants who die while attempting to cross the U.S.-Mexico border. Jared holds MA and PhD degrees in Anthropology from Michigan State University and a BA in Anthropology from Ohio University.

Holly HK Didi-Ogren is a linguistic anthropologist who holds positions in the departments of World Languages and Cultures (where she is the Japanese Program Coordinator), and Sociology/Anthropology. In the Sociology/Anthropology Department, she teaches courses on contemporary Japan, gender and language, and linguistic Anthropology. She earned her BA in Japanese Studies at Earlham College, her MA in East Asian Languages and Cultures from the University of Illinois, and her MA and PhD in (Linguistic) Anthropology from the University of Texas. Didi-Ogren researches and publishes in the areas of dialect use in Japan, gender and language, and pragmatic aspects of second-language acquisition.

Rebecca Li is a sociologist interested in articulating a theory of the developmental-ness of the state using the case of China. She traces the changing quality of epidemic and economic news

reporting. Recently she has been examining the varying degrees of territorial disintegration in the aftermath of the 2011 uprisings in Syria, Egypt and Tunisia using state breakdown theories. Dr. Li also researches the processes that brought about the separatist movement in Hong Kong. Dr. Li received her BA from The Chinese University of Hong Kong, and holds a MA and Ph.D. from University of California, Riverside.

George Leader (Visiting Assistant Professor) is an archaeologist with a wide range of research projects. His research interests include hominid behavior and cognitive abilities as found in the stone tool record of South Africa. He excavates sites in central South Africa which yield thousands of stone tools that display higher levels of complexity in their manufacturing process than previously suggested. Looking at the sequence through time gives us insight as to how the social traditions and cognitive abilities of these hominids advanced during this time period. Additionally, Dr. Leader is the principal archaeologist working on the material culture from the Arch St Project. The project is focused on the study of 500 skeletal remains and the associated artifacts from 18th and 19th century Philadelphia. George received his BA in Anthropology from Gettysburg College and holds a MSc and Ph.D in archaeology from University of the Witwatersrand, Johannesburg, South Africa.

Appendix B: Course Descriptions

ANT 110/Introduction to Cultural Anthropology 1 course unit (every semester)
A survey of the major concepts of social-cultural anthropology. Cross-cultural comparison will be a central concern of the course, as will the process of cultural change.

ANT 111/Introduction to Physical Anthropology 1 course unit (every year)
What makes us human? Is it the use of language, the ability to manipulate material culture or the fact that we are bipedal? This course will focus on evolutionary theory and the theory of natural selection, the behavior and anatomy of non-human primates, and the evolution of modern humans. Students will also learn how anthropology is directly related to other disciplines including sociology, biology, ecology and geology.

ANT 112/Introduction to Archaeology 1 course unit (every year)
How do anthropologists learn about people and the worlds in which they live when they can't talk with those people or observe their day-to-day activities? Archaeology is the sub-discipline of anthropology that explores what it means to be human by examining the material things that people made, modified, and left behind. Students in this course will learn to explain how archaeologists use the material remains of human activities to understand past human relationships, behaviors, and beliefs. Simultaneously, they will grow to appreciate how interpretations and presentations of the past affect people living today.

ANT170/Topics in Anthropology1 course unit (occasionally)
Current or specialized topics proposed by faculty or students and approved by the department. Open to and appropriate for first-year students. May be taken for credit several times if content differs each time.

ANT 171/Contemporary Japan 1 course unit (occasionally)
This course is an interdisciplinary survey course that does not require any knowledge of Japanese. Students will learn about Japanese culture, establish connections with other disciplines such as history, sociology, film studies, and literature, and gain a nuanced understanding of the social practices and expectations of native speakers of different varieties of Japanese within their own speech communities. Students will develop and practice critical thinking skills in analyzing stereotypical ideas of Japan and Japanese culture. Students with Japanese-language expertise can opt to take the course for LAC (Language Across the Curriculum) credit with readings and papers in Japanese.

ANT 205/Human Evolution 1 course unit (every year) Prerequisite: SOC 101 or ANT 110
The study of human evolutionary past, using various methods, including archaeology and skeletal interpretation. Evolutionary principles and process of change will be used as a theoretical background to understand human variation and evolution. It is recommended, but not required, that students complete ANT 111 prior to enrolling in this course.

ANT 213/Language and Culture: Introduction to Linguistic Anthropology 1 course unit (every 1-2 years)
An introduction to the Anthropological subfield of Linguistic Anthropology, which investigates the relationship between language and culture. Language permeates our lives, and yet most of us take it for granted. This course is intended to clarify your ideas about language as it is used by speakers in various social contexts across a wide range of cultures. By the end of the course you should be familiar with some of the terminology and techniques of linguistic anthropological analysis and be able to apply this knowledge to the description of different languages.

ANT 240/Introduction to Epidemiology 1 course unit (every year)
Epidemiology covers the basic principles of epidemiology e.g., study design, measures of association, biases and confounding variables, disease detection, and risk analysis. It emphasizes critical thinking, the limitations of current conceptual and methodological approaches in epidemiology, ethical and social justice considerations and socio-cultural aspects of public health, using examples from epidemiological studies carried out in the United States and internationally.

ANT 245/Modern Arabic Society and the Media 1 course unit (every 2-3 years) (same as ARA 245 and COM 245)
This course will be taught in English. It will explore social issues that have been central to the transformation of modern Arab societies in the modern period. Readings and recordings will address major topics such as democracy and development, nationalism, Islam, feminism and the status of women, and socialism.

ANT 246/Climate Change and Society 1 course unit (occasionally)
Climate change is the most critical issue of our time, but has been bypassed by our political system. This course aims to help students move toward action on climate change by critically reflecting on the diverse ways in which climate change is framed and debated in the media, in social movements, in scientific discourse, in government, amongst political leaders, and in everyday life. In fulfillment of the Advanced Community Engaged Learning experience, students will design and carry out a hands-on environmental sustainability project or a qualitative social science field research project on climate change they develop during the semester.

ANT 270/Topics in Anthropology 1 course unit (occasionally)
Current or specialized topics proposed by faculty or students and approved by the department. Offered primarily for sophomores, juniors, and seniors. It may not be appropriate for freshmen. The class may be taken for credit several times if content differs each time

ANT 271/Gender and Language 1 course unit (occasionally)
Since its inception in the 1970's, the field of gender and language has grown to encompass a broad range of disciplines (sociolinguistics, anthropology, psychology, communication studies, literature, women's studies, etc.) and theoretical interests. This course will provide an overview of key themes in gender and language research. From this overview we will see that there is ongoing discussion about both the most effective approach to the study of gender and language, and about the theoretical underpinnings which are evoked by, for example, various definitions of key concepts such as "gender." Particular attention will be given in the course to approaches to

language and gender that have developed within sociolinguistics and linguistic anthropology and which focus on the way in which both language and gender are embedded in structures of power, authority, and social inequality, and with conflicts over these social structures.

ANT 311/Gender and Migration 1 course unit (every 2-3 years) (same as WGS 311)
Examines the role of gender in migration both past and present. The course takes a comparative approach, exploring the divergent ways in which migration is gendered for men and women. It also considers the experiences of migrants in various societies and with different national, ethnic, racial and class backgrounds.

ANT 313/Vampires, Werewolves, and Witches 1 course unit (every 2-3 years)
Not a how-to course, but a survey of the careers of the more notable monsters in Western societies. This course, which focuses on the social construction of the "Other," includes the history and development of monsters, the circumstances in which they arise, and the audience(s) they continue to attract and intrigue.

ANT 315/ Ethnicity, Race, and Nation 1 course unit (every 1-2 years)
This course explores the reasons why people categorize themselves and others into ethnic and racial groups and investigates the effects of these categorizations. The relationship between ethnicity and the creation and perpetuation of nation-states, the roles of indigenous peoples within nation-states, and the implications of migration upon processes of ethnicity and constructions of race are all important themes.

ANT 335/Global Urbanization 1 course unit (every 1-2 years)
This course will focus on how cities are changing along with the development and global penetration of industrial capitalism. Special emphasis will be placed on the social problems created by mass urbanization, the movement of peoples within and between nation-states, and on the dynamic interchange between local cultures and the forces of globalization.

ANT 337/Food, Biology, and Culture 1 course unit (every 1-2 years)
This course focuses broadly on the relationship between humans and food beginning with early hominins and continuing to present day. Topics examined include the role of food in the development of human biology, anatomy, and behavior; cross-cultural variation in attitudes toward food and patterns of food consumption in contemporary human societies; and dietary patterns in industrialized nations, with emphasis on the implications of the disconnect between current habits and human evolutionary biology.

ANT 340/Social Change in Latin America 1 course unit (every 1-2 years)
Latin America has been the subject of much debate about development in social theory. This course examines the theoretical debates about development and provides empirical case studies to highlight how social change occurs in Latin America. These themes include: economic globalization, gender, migration, resistance to social change, urbanization, environmental degradation, corruption, social movements, structural adjustment, and race relations.

ANT 341/Environmental Anthropology 1 course unit (every 2-3 years)
This course reviews classic perspectives in cultural ecology, but focuses on the more recent scholarship, especially scholarship that addresses human ecology, political ecology and urban ethnography to give the student perspective on how the environment is experienced in multiple cultural contexts, and how the environment affects different cultures in various ways.

ANT 361/Human Osteology and Forensic Anthropology 1 course unit (every year)
This course introduces students to the recovery, analysis, and identification of human remains in a medicolegal context. Students are introduced to the macro- and micro-anatomy of bone, techniques for identifying and siding bones, and methods used to develop a biological profile from human skeletal remains. The course also examines the role of forensic anthropologists in aspects of medicolegal death investigation that include personal identification, analysis of skeletal trauma, mass disasters, and human rights violations.

ANT 370/Topics in Anthropology 1 course unit (occasionally)
Current or specialized topics proposed by faculty or students and approved by the department. Offered primarily for juniors and seniors. It may not be appropriate for freshmen and sophomores. The class may be taken for credit several times if content differs each time.

ANT 371/Culture, Health and Illness 1 course unit (same as SOC 371) (every 1-2 years)
Provides a critical perspective in understanding how values, beliefs, conflict, economic and social condition influence how illness is defined, how healthcare is viewed and delivered. Social epidemiology, the sick role, bio-ethics, unequal access to health care, women's health issues and cross-cultural approaches to medicine are discussed.

ANT 372/Global Public Health 1 course unit (same as SOC 372) (every 1-2 years)
This course focuses on the underlying factors shaping global patterns of health. Relying on a combination of social scientific analyses, policy documents, and case studies, this course introduces students to a broad range of issues, resources, and perspectives on public health. In AnthropologyCourses-3specific, the course addresses the questions: Who is healthy and where in the world do they live? What are the causes of global health inequalities? What factors support successful health interventions, and where can interventions go wrong?

ANT 373/US Public Health & Social Policy 1 course unit (same as SOC 373) (every 1-2 years)
This course focuses on the structure and practice of U.S. public health. Students will assess public health policy within a historical and institutional framework, and deal with major areas of contemporary debate, including health inequalities, the organization of medical insurance, and the social organization of healthcare.

ANT 390/Research Course in Anthropology 1 course unit (1-2 times per year) Prerequisites: SOC 301, 302 or permission of instructor and department
A small group of students work closely with a faculty member on his/her ongoing research. Students will learn to use the data collection and analysis methods used for the project and be offered opportunities to present the findings on campus or at a regional professional meeting.

ANT 391/Independent Study in Anthropology variable course units (every semester)
Prerequisite: Departmental Permission
For advanced students. In-depth study of specific topic in anthropology. Formal proposal must be submitted to department and approved before the student can register for independent study.

ANT 393/Independent Research in Anthropology variable course units (every semester)
Prerequisite: Departmental Permission
For advanced students undertaking an independent research project in anthropology with the guidance of department faculty. Formal proposal must be submitted to the sponsoring faculty for department approval. The project should culminate in a paper to be presented on campus or a regional conference.

ANT 399/Internship in Anthropology variable course units (every semester) Prerequisite: Departmental Permission
Applied experience in major field of study. Consult department for details.

ANT 401/Tutorial: Urban Ethnography 1 course unit (every year) Prerequisites: SOC 301, 302 or by permission of instructor
Survey of anthropology methods, including traditional and reflexive ethnography, life-history interviewing, and structuralist and post-structuralist analysis of textual and visual materials. Team or individual research project required.

ANT 488/Senior Seminar in Anthropology 1 course unit (every year)
Culminating experience for anthropology majors. Course draws on skills and knowledge of anthropology coursework as well as knowledge gained from the liberal arts broadly construed. Senior internship is a major required element of this seminar.

ANT 393/493 Senior Thesis in Anthropology, 2 course units (every semester) Prerequisite: Departmental Permission
An opportunity for exceptional students to pursue individual or collaborative research projects, with the guidance of the department faculty. Students must complete two semesters of research and writing to satisfy capstone requirement.

Report on the Viability of an Anthropology Major within the Sociology and Anthropology Department at The College of New Jersey (TCNJ)

Miguel Díaz-Barriga
University of Richmond
November 6, 2019

INTRODUCTION

Thank you for inviting me to evaluate the proposal for the creation of an Anthropology major within the Sociology and Anthropology Department at TCNJ.

As part of my evaluation, I reviewed the Department's proposal for a major and during a campus visit, October 3-4, I spoke with faculty in both sociology (Dr. Rebecca Li, Dr. Mahamoud Ismail, Dr. Tim Clydesdale, Dr. Elizabeth Borland, Dr. Lynn Gazley, Dr. Diane Bates) and anthropology (Dr. Miriam Shakow, Dr. Jared Beatrice, Dr. Holly Didi Ogren, Dr. Rachel Adler, and Dr. George Leader), the Dean of the College of Humanities and Social Sciences (Dr. Jane Wong), a group of Department Chairs in that College, the Provost (Dr. William Keep), Assistant Provost for Academic Affairs (Dr. Jennifer Palmgren), and a group of seven anthropology special majors. I also consulted a series of documents including "TCNJ 2021: Bolder, Better, Brighter," the "TCNJ Sociology/Anthropology Self Study" (1/28/17), the "TCNJ Sociology/Anthropology External Review Report" (2/12/2018), and the "Proposal to Establish a Bachelor of Arts Degree in Anthropology" (10/2019). I was also provided with the following documents to help guide my writing of this report, "Consultant Report Guidelines," and "Final Report on the Program for Bachelor Arts Degree Program in World Language and Linguistics/School of Humanities and Social Sciences."

RECOMMENDATIONS

1. I strongly recommend the creation of an Anthropology major within the Sociology and Anthropology Department.
2. I believe that an anthropology faculty member should be given a two-course reduction over two years (one course a year) in order to support the creation of this major. The faculty member would develop on-line and written materials in support of the major, write a five-year plan for the major, explore new ways to further integrate community based and global education into the major's curriculum, strategize on ways to increase student independent research, meet with admissions about ways to advertise the major, explore possible ways to bring digital technologies into the curriculum (GIS, Video Production, qualitative software, etc.), and fine tune assessment procedures. Sociology is already working with GIS so there should be room for collaboration there.
3. I observed that the current faculty are remarkable in terms of their scholarship, collegiality and dedication to student research and success. I hope that TCNJ can retain Dr. Leader as part of its implementation of "TCNJ 2021: Bolder, Better, Brighter," especially around "Priority II. Enhance Signature Experiences." Anthropology faculty are highly involved in the five Signature Experiences outlined in the strategic plan and Dr. Leader is a strong contributor to this effort.

4. I would encourage Sociology and Anthropology to discuss the possibility of creating a quantitative methods course that serves anthropology majors/minors. This would strengthen anthropology's role in STEM and for providing pathways for students to enter professional schools and graduate programs.
5. Anthropology students and faculty are collaborating on exciting projects. TCNJ should continue to promote the success of these efforts within the TCNJ community and at a national level. I would recommend that TCNJ provide resources for organizing a speaker series or a conference in support of the Arch Street Project. This would provide an opportunity for promoting, on a national level, TCNJ's identity as a liberal arts college that strongly supports student research.
6. Anthropology should create a digital database for students involved in the Arch Street Project, the William Green House Excavation, and other initiatives. The database could include student theses and papers, archival materials that students have collected, and video interviews with students involved in these various projects. The portal should both have a public face, with information on the progress of the projects and student interviews, and an entry point for students and faculty where students can gain access to data, research papers, and archival materials, etc. This will allow Anthropology to contribute to Priority III of the strategic plan to promote TCNJ's identity at the national level.
7. As to the question of requiring study abroad for an anthropology major, I would wait three years and revisit this topic. In the meantime, I believe that anthropology should more clearly articulate the various pathways through which students can participate in study abroad in support of the major. And, of course, anthropology should strongly encourage students to participate in study abroad.
8. The Arch Street Project and William Green House Excavation have provided students with exciting research possibilities. The students that I spoke with were clear that these research opportunities were a major factor in their decision to major in anthropology. As part of its long-term planning, anthropology should begin to identify other research opportunities for students especially since the Arch Street project might be completed within the next fiver years.

CONTEXT

I was impressed by the level of collegiality within the Sociology and Anthropology Department and administration, the overall Mission of TCNJ as a public university that provides students with a liberal arts education, and the University's focus, as is evident in "TCNJ: Bolder, Better, Brighter," on providing undergraduates with research opportunities. In their 2018 report, the respected scholars Howard Campbell and Tracy Ore note about the Sociology and Anthropology Department.

> The level of friendliness and collegiality among the faculty, staff (particularly Department Program Assistant, Karen Dubrule), and students of the Department was readily apparent to ourselves as the reviewers. Faculty spoke highly of each other, were complimentary of the accomplishments of their colleagues, and were strongly supportive of all members of the Department. Rarely have we witnessed such camaraderie and comity.

I agree with this assessment. This high level of collegiality bodes well for the creation of an Anthropology major within the Sociology and Anthropology Department. The professionalism of the Department's faculty, the positive leadership within the department, the dedication of the staff, and the enthusiasm of the students, are strong foundations for an Anthropology major.

Under the current system at TCNJ students have to propose a self-designed major in order to pursue a degree in anthropology. This path towards a major, which emerged from a history of having too few anthropologists to offer a stand-alone major, appears to have outlived its usefulness. Neither the faculty nor the members of the administration that I spoke with offered an argument for maintaining the self-designed major structure. In fact, the process of declaring a self-designed major in anthropology was noted both by faculty and students as being onerous. The heavy burden that this process places on both faculty and students was also noted by Drs. Campbell and Ore in their 2018 report in which they advocate for the creation of an anthropology major:

> The reviewers think the addition of a major would build on existing departmental strengths and attract sufficient students in the long run. Anthropology is a "major of discovery" since high school students seldom get exposure to the field. TCNJ's relatively uncommon practice of having students declare a major as part of the admissions process minimizes the likelihood of students discovering Anthropology. Moreover, the self-designed major is very costly and baffling to students: it asks students to get involved in high-level research opportunities consistent with the teacher/scholar model upheld at TCNJ, but without the support of an official major.

I agree. As a formal major, anthropology faculty will be better able to engage the admissions process. And, as a "major of discovery," students will have more freedom to declare an anthropology major once they have "discovered" what the discipline has to offer.

So why have an anthropology major now?

One could argue that having a major in anthropology would bring TCNJ in line with most liberal arts colleges and certainly colleges that are part of its aspirant comparative metrics including Bucknell University and the College of William and Mary. Matching the curriculums of aspirant institutions is in itself a good reason for TCNJ to offer an anthropology major. The Department's proposal for an anthropology major also makes this case pointing out that many New Jersey colleges and universities offer anthropology majors, including Rutgers, Montclair State, Drew, and William Patterson. In addition, Rowan University has just created an anthropology major. And, as noted in the anthropology proposal, ten of TCNJ's peer and aspirant institutions outside of New Jersey have anthropology majors (eight have anthropology majors and two have joint sociology/anthropology majors).

Beyond considering TCNJ's curriculum in relation to peer institutions there are other reasons for offering an anthropology major including the role of such a major in contributing to TCNJ's strategic plan, "TCNJ 2021: Bolder, Better, Brighter." An anthropology major would allow anthropology faculty to more broadly contribute to TCNJ's Strategic Priority of attracting and retaining talented students into a diverse campus. A major would enable anthropology faculty and TCNJ to better advertise that the anthropology curriculum has at its core the study of human diversity. In addition, anthropology will be better able to articulate its role in providing students with the Signature Experiences outlined in "TCNJ 2021." Anthropology, even as a self-designed major, is popular precisely because it provides students with these signature experiences,

including field research and a personalized and collaborative education. As a major, anthropology will be able to include more students into and enhance these Signature Experiences by being able to more clearly define for students how the curriculum supports student research and collaboration with faculty members.

Many liberal arts institutions are aggressively exploring how to expand opportunities for student research, global study and community-based learning. TCNJ, as it implements "TCNJ 2021," should consider the creation of an anthropology major as on important part of how it is realizing these strategic goals. As the department's proposal eloquently states: "Anthropology privileges learning by doing (research), global experience (study abroad), and public engagement (internships for the public good)." By creating a stand-alone a major, the talented TCNJ anthropology faculty can better realize these goals.

REVIEW

A. Objectives

1. Describe whether or not the objectives and underlying principles of the program are sound and clearly stated.

The objectives are clearly stated and are strongly in support of TCNJ's mission as a liberal arts institution (see below).

2. Discuss whether or not the program is consistent with the institution's programmatic mission and educational goals.

The creation of an anthropology major is consistent with TCNJ's programmatic mission and educational goals as outlined in "TCNJ 2021." The major would enhance and contribute to:

1. TCNJ's mission of providing students with a rigorous liberal arts education.
2. Core learning objectives such as critical analysis of what it means to be human and understanding "the social dynamics of human behavior and the structures of social institutions influence beliefs and actions."
3. TCNJ's goal of supporting undergraduate "Signature Experiences," including providing students with opportunities for global study, community-based learning, and independent research.

In order to meet these objectives, anthropology will work with global studies to identity TCNJ-exchange programs (such as the TCNJ Italy Study Center in Bologna) as well as require students to engage in global study either for a semester or over a summer. Students will be able to carry-out community-based learning internships as part of the Capstone experience and the department plans to designate a number of courses as Advanced Community Based Learning Courses. Anthropology also intends to encourage interdisciplinary study. Finally, anthropology plans on encouraging field research by having students participate in faculty research projects such as the Arch Street Project, the William Green House site excavation, and the Trenton Homeless Life History Study.

These goals are well articulated and their realization is feasible but will involve a lot of work. For one, while the proposal focuses on the TCNJ Italy Study Center it will be worthwhile for anthropology to expand this list and have a clear vision on how various study abroad opportunities contribute to the major. At Swarthmore, for example, faculty made site visits to a variety of programs and were able to articulate how the programs we approved connected with our curriculum. While TCNJ may not be able to send faculty on site visits it is still worth considering a review of programs and to post, on the department's website, how various study abroad options tie into the

anthropology major. As for community-based learning, anthropology should continue to explore ways for the TCNJ administration, and more specifically Center for Community and Engaged Learning and Research, to support such efforts. We are also expanding the role of Global Studies and Community Based Learning within the Sociology and Anthropology curriculum at the University of Richmond so perhaps in the future we can learn from each other's experiences.

B. Need for the Program

1. Analyze the need for this program (e.g., student demand), and indicate why it is likely or unlikely that students will be able to secure employment and/or continue advanced study upon graduation.

The seven students studying anthropology that I spoke with all said that they became interested in anthropology because it provided students with a chance to engage in field research. The students estimated that the number of majors in anthropology would double once the cumbersome process of declaring a self-designed major is circumvented with the creation of a formal major. Since 2018, anthropology has experienced an increase in the number of self-designed majors (from two to six). Anthropology currently has thirteen self-designed majors. The students agreed with the faculty's assessment that the process of declaring a self-deigned major was both cumbersome and discouraged students from majoring in anthropology. According to the department's proposal, anthropology anticipates having forty majors within five years of the creation of the formal major. I believe that this is a reasonable goal as long as anthropology can continue to maintain and build upon its ability to deliver Signature Experiences to students.

As far as providing a gateway for employment, the department's proposal accurately reflect US Bureau of Labor Statistics Data which project that jobs for anthropologists will grow ten percent faster than all other occupations (see, (https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm). A survey conducted by a section within the American Anthropological Association found that anthropology majors were employed in a variety of occupations including:

Education/Outreach	Administration/Management
Archaeology	Ethnography/Cultural Anthropology
Cultural Resource Management (CRM)	Evaluation/Assessment
Historic Preservation	Health (international/public health)
Museum/Curation/Project Design	Environment and Natural Resources
Community Development	Business
Advocacy (human rights/social justice)	Tourism/Heritage
Human/Social Services	Healthcare Management/Services/Deliver
Computers/Software Development/Information Technology	Management Consulting/Organizational Development/Training
Design (products and/or services)	Social Impact Assessment
International Development/Affairs	Market Research
Forensics	Law/Criminal Justice/Law Enforcement
Mass Communication	Humanitarian Efforts

Based on my experience at Swarthmore College, I found that anthropology majors have gone on to have exciting careers in a variety of fields, from becoming lawyers to starting non-profit organizations and working for the U.S. State Department. In addition, a number of students successfully enrolled in graduate programs in anthropology, education, development studies, and even an MFA. Anthropology students at the University of Richmond have also gone on to successful careers in a variety of fields and have been admitted to prestigious graduate programs.

I suspect, given the quality of TCNJ faculty and students, that anthropology majors at your institution will have success in finding meaningful and productive careers. Of course, the challenge is to communicate the viability of the major for career development to students (and in doing so to their parents).

I have also seen a number of anthropology graduates go to professional school including law, business, and medicine. Anthropology can be an exciting option for pre-medical students since it provides them with an opportunity to break out of the cookie-cutter mold of applying to medical schools as a biology or chemistry major. Anthropology provides students with opportunities, such as internship and global studies, that can make their applications to professional schools more attractive.

It will be important for TCNJ and anthropology faculty to market the major to students as a good option for finding a meaningful career and/or gaining admission to professional or graduate school.

A report by the University of Richmond career services, based both on a review of the literature and their own survey research, argues that employers are looking for the following skills:

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

A degree in anthropology provides students with all of these skills. In the area of Digital Technology, as I mentioned in the summary, anthropology may want to explore the possibility of incorporating GIS (now commonly used in archaeology) or other digital skills into its curriculum as part of its long-term strategic planning.

C. Educational Programs

1. Is the learning outcomes plan adequate?

The anthropology program, as a self-designed major and as part of the Sociology and Anthropology Department, has already developed and followed a protocol for Learning Outcomes that aligns with accrediting agencies and TCNJ's School of Social Sciences and Humanities mission statement. The learning plan includes the following outcomes, Critical Thinking, Concepts and Paradigms, Application, Research Methods, Communication, and Information Literacy. The definitions and methods outlined in the proposal for assessing these outcomes are sound. As the major develops anthropology might consider centering these learning outcomes on career preparation (see list above) and to wider goals aimed at diversity and social change. These learning outcomes might include:

"A broad and comparative understanding of the diversity of world cultures."

"Understand both the possibilities and limits of knowledge and develop an appreciation for uncertainty and ambiguity within interpretation and analysis."

"An understanding of how anthropology contributes to anti-racist, anti-poverty, and pro-equality scholarship and activism."

While I am not advocating for these particular outcomes I think that it is worth for the long-term, for anthropology faculty to consider how learning outcomes might better articulate the goals of the department. In other words, it might be worth seeing how creative anthropology can be in framing its major within existing institutional guidelines.

2. Does the program fit well into the institutional strategic plan and has the institution considered any impact the new program might have on existing programs at the institution?
In my discussions with administrators and department chairs I did not sense concern about an anthropology major negatively impacting existing programs at TCNJ. The anticipated increase in majors will not overly impact any particular department or program.

Sociology and Anthropology will more than likely have to rework the cross-listing of courses. For example, courses in physical anthropology and archeology may not count towards a sociology major while cultural anthropology courses, especially area studies courses, could be cross-listed. Given the high-level of collegiality between sociology and anthropology I do not foresee any major issues in deciding on how to move forward with cross-listing.

In my discussion with sociology faculty there was a sentiment that they have put a lot of energy into supporting the creation of an anthropology major. Sociology faculty are now excited about refocusing their energy on the sociology curriculum. I believe that this need for sociology to refocus is another good reason for organizing an anthropology major.

Finally, and I realize that this is a tall order, Sociology and Anthropology might consider plans for creative new course offerings such as a quantitative methods course for anthropology majors and minors (and students from other disciplines). Perhaps the course could be called "Quantitative Methods for Qualitative Research" which could also potentially attract students from other disciplines.

Sociology and Anthropology might also coordinate in offering a course that includes training in GIS (which is already offered to some extent in sociology). The creation of an anthropology major could make possible creative collaborations between sociology and anthropology such as expanding the teaching of GIS within the curriculum. If the TCNJ administration could help foster such efforts, (and if Sociology and Anthropology decide to pursue them), this would indeed be a way of strengthening TCNJ's national identity as a leader in liberal arts education. Again, I realize that these suggestions would not be easy to accomplish but with the creation of a new major this is a good opportunity to explore creative class offerings.

3, Discuss the distribution and nature of required courses, electives, and research (if appropriate) in terms of meeting the objectives of the program. Compare and contrast the proposed curriculum with recognized programs of quality at other institutions, if appropriate.
The anthropology major requires eleven classes. Six of these courses are required courses if one includes the logic or statistics requirement. The requirements for the major include:

- Introduction to Cultural Anthropology (ANT 110)
- Specialized Methods Course in anthropology (ANT 390), urban ethnography (ANT 401), Osteology and Forensic Anthropology (ANT 361), or Archeology Field Methods (ANT 370).

- Social Cultural Theory (SOC 301)
- Subfield Introductory Course in physical anthropology, archeology, or language/linguistics (ANT 111, 112, and 213]
- Capstone: Senior Seminar or Thesis (ANT 499 and 495)
- Logic or Statistics, PHL 102 or STA 115 (required as part of liberal learning)

Among these electives anthropology requires one elective that is either an advanced level language course (200, 300, or 400, study abroad or quantitative methods (SOC 302). And, at the upper-level, the range of electives that anthropology offers is broad enough to provide students with opportunities to explore various facets of the discipline.

The structure of the TCNJ major follows that of most departments which normally require an introductory, theory, methods, and capstone class. Many four field departments also require a fifth requirement for a class in a subfield of anthropology. Many anthropology departments also require proficiency in a language other than English and/or a study abroad experience. The proposed TCNJ requirement structure for the anthropology major is sound.

I would propose (as mentioned earlier) exploring the possibility of creating a quantitative methods class, in conjunction with sociology, for anthropologists as part of the elective structure. This, however, is not necessary for the major.

I was asked by anthropology faculty if study abroad should be required of anthropology majors. Ideally, anthropology would require study abroad. However, in this case anthropology should not require study abroad but rather refine the pathways that students could take in study abroad as part of the anthropology major. Once these pathways are better charted the department should revisit the possibility of making study abroad a requirement.

4. Are the instructional modes and credit distribution consistent with the objectives of the curriculum? [Please explain.]

Yes, most anthropology majors have four to five required courses, a language requirement, and students must take four to six electives. The TCNJ proposal reflects this general structure and is sound. I would ask anthropology to devise a five-year plan and to revisit both study-abroad and the language requirement in three years. At both Swarthmore and the University of Richmond I have found/find these requirements to be tricky since ideally all majors should have study abroad experience and be proficient/fluent in a language other than English. One possibility, of course, is to have a cultural experience requirement that could be fulfilled a variety of ways including participation in summer programs and/or domestic experiences. I would not, however, create such a requirement until the anthropology major is well established.

5. Does the curriculum represent a suitable approach to professional study in the particular field, if appropriate? [Please explain.]

Yes, this curriculum will prepare students for graduate programs in anthropology. Currently, it is important for students to conduct independent research as part of their preparation for graduate school. Students interested in graduate school should be encouraged to write a senior thesis.

6. Does the curriculum meet certification and/or accreditation standards, if appropriate? [Please explain.]

Yes. The curriculum is similar to many of the departments I have reviewed, including Kalamazoo College, Roanoke College, and Colby College.

7.Are the requirements for admission to the program clearly defined and appropriate to ensure a student body capable of meeting the objectives of the program, without such requirements being artificially strict, rigid, or discriminatory? [Please explain.]
The requirements are not too rigid and the requirements are not overly strict. The requirements are similar to those found in other liberal arts programs.

8. Discuss whether or not standards for completion of the program are clearly defined and consistent with the objectives of the program.
The standards for the completion of the program are clearly defined in the proposal.

9. Discuss whether or not an appropriate mechanism for transfer of students to enter the program exists and comment upon the suitability of any articulation arrangements between this and other existing programs.
Because the requirements for the anthropology major are similar to other institutions there should be no issue in providing credits for transfer students. I am not aware of any articulation agreements.

10. If other academic units within the institution are to provide educational services to the program, describe whether or not their commitment to participate is consistent with offering a program of quality in this field.
There are two points of connection with other academic units. First, anthropology is relying on sociology for fulfilling its theory requirement. In my conversations with faculty both sociologists and anthropologists found that this arrangement is adequately educating students in the theoretical foundations of anthropology. I have seen this model before. At Swarthmore College, for example, our major was joint BA in Sociology and Anthropology. Sociologists and anthropologists took turns teaching our theory requirement. The reason that sociologists and anthropologists are able to share the teaching of theory is that many of our foundational thinkers are the same, including Durkheim, Marx, and Weber.

Given the high level of collegiality between sociology and anthropology at TCNJ, I see no problem in maintaining the current structure of teaching theory.

Second, anthropology will rely on philosophy and math for fulfilling the liberal education logic requirement. Since this is a university-wide requirement I do not think that there will be any issues in maintaining this curricular support.

11.If a program has a clinical component, discuss the adequacy of facilities and the arrangements to support the objectives of the program.
There is not a clinical component. TCNJ has provided space for the Arch Street Project by creating a lab. There might be, as other student/faculty research projects emerge, the need for more lab space. However, I do not anticipate that this would be a desperate need and/or create major issues for the viability of the major.

D. Students
1. Is the enrollment plan realistic?
Yes, anthropology courses are well enrolled. The goal of forty majors is reasonable especially given the size of the TCNJ student body and the quality of the anthropology program.

2. Is the percentage of part-time students projected for the program consistent with the goals of the program? [Please explain.]

The anthropology curriculum does not have any elements that would prevent part-time students from meeting the requirements for the major.

3 Comment upon the adequacy of provisions made to ensure successful target population (e.g., minorities and women) participation in the program.
Anthropology often attracts large numbers of women and students of color. Anthropology, as part of its recruitment, should emphasize its central mission of recognizing and celebrating cultural diversity.

4.Comment upon the adequacy of counseling and advisement to be provided to students enrolled in the program.
Anthropology, through the process of helping students propose a self-designed major, has already demonstrated its capacity for counseling and advising students.

E. Faculty
1. Describe whether or not the faculty possess the appropriate (terminal) degrees and other academic credentials to provide a program of high quality.
Absolutely, the current anthropology faculty at TCNJ are great examples of scholar/teachers. They are all well-trained in anthropology and possess the appropriate terminal degrees.

2. Comment on the faculty's involvement in research, teaching, scholarship, creative activity, and community service and whether or not it is appropriate to the discipline and to the proposed program.
The anthropology faculty's involvement in research, teaching, scholarship and community service is appropriate to the discipline. TCNJ is fortunate to have such a dedicated and collegial group of anthropology faculty.

3. Discuss whether or not the number of faculty and the amount of time to be devoted by each to the program are compatible with the goal of offering a program of quality.
TCNJ currently has enough faculty to offer a robust anthropology major. Of TCNJ's ten peer institutions discussed in the anthropology proposal eight have anthropology majors and two have combined sociology and anthropology majors. These departments have from three to six anthropology faculty (not counting William and Mary which has a graduate program). TCNJ, which is staffed with four full-time anthropologists and one term-hire, has the same number of anthropologists at comparable institutions.

However, TCNJ in terms of student population is larger than most liberal arts institutions. I think that it is worth looking at the number of anthropology faculty in relation to number of undergraduate students. An overview of comparable institutions shows that the ratio of students per faculty varies widely.

Institution	Number of Anthropology Faculty	Number of Undergraduates/ratio of students per faculty
Univ. of Mary Washington	4	4,410 (1,102)
SUNY Geneseo	6	5,447 (907)
Knox College	5	1,333 (266)
TCNJ	4 (5 with Dr. Leader)	7,048 (1,762 or 1,409 with Dr. Leader)
Davidson	4	1,843 (460)
Franklin and Marshall	5	2,309 (461)

Given the contributions that anthropology can make to "TCNJ 2021" it might be worth considering expanding anthropology's presence in the curriculum to a level that approximates peer institutions. Part of this need, of course, will depend on the success of anthropology in attracting majors.

TCNJ currently has enough faculty to successfully launch a major and to reach its current goal of recruiting forty majors.

F. Support Personnel. Discuss the adequacy of support personnel to be associated with the program, e.g., secretaries, administrative assistants, bookkeepers, technicians, as appropriate.
(see below)

G. Finances

1. Discuss the institution's commitment to provide the resources necessary to guarantee a program of high quality (e.g., faculty, equipment, library support staff for the program, below- the-line support for faculty travel, research).

Anthropology already has sufficient staffing, travel, and research support for maintaining a major. As a self-designed major, and as part of the Sociology and Anthropology Department, anthropology faculty already have access to the equipment, library, and research support that is essential for producing a program of high-quality.

2. Discuss the possible need for significant additional financial support from the State of New Jersey.

There will not be a need for significant additional financial support. TCNJ already has the faculty it needs to maintain a major. The major is already popular as a self-designed major.

H. Physical Facilities

1. Discuss the adequacy of laboratory, special facilities, and equipment intended to support the program and indicate if they are consistent with offering a program of high quality.

The lab space for anthropology at TCNJ is consistent with other high-quality programs.

2. Comment upon the adequacy of classroom facilities.

Anthropology is already offering a full-range of classes for its majors and has adequate classroom facilities.

3. Comment upon any evidence to suggest that an existing program at the institution will be adversely affected in terms of resources by the implementation of them program under review.

There is no evidence that any existing programs will be adversely affected in terms of resources.

4. Comment upon the accessibility to program facilities by the handicapped.

Anthropology has adequate facilities for maintaining a major. As a self-designed major, and as a part of the Sociology and Anthropology Department, anthropology is already well integrated into existing facilities. These facilities appear to be ADA compliant.

I. Library. Discuss the adequacy of library holdings and other library resources available to support the program and indicate if they are consistent with offering a program of high quality.

The anthropology department is already well-served by the R. Barbara Gitenstein Library. The library already has discretionary funds for purchasing materials in anthropology and has a large

collection of anthropological monographs. The library also has a subscription to Anthrosource and other electronic resources that provide coverage of almost all of anthropology's major journals. No additional library resources are needed.

J. Computer Facilities. Discuss the adequacy of computer facilities and other information technology resources available to support the program and indicate if they are consistent with offering a program of quality.
There are adequate computer facilities for offering a quality program.

K. Administration.
1. Comment on the administrative structure of the program and indicate if it is sufficiently defined and reasonable.
The administrative structure of the program already exists and sufficiently defined.

2. If interinstitutional or intrainstitutional cooperation is involved, describe whether or not the administrative and budgetary responsibilities for the program are clearly defined and adequate.
I was impressed by the support of the TCNJ administration for the creation of an anthropology major. The Provost and Dean of HSS spoke favorably about how anthropology has provided opportunities for student research and fieldwork. There was also a recognition that the self-designed major structure was not sustainable for providing students with these opportunities. Administrators also noted the collegiality of the department and the willingness of the Center for Global Engagement and the Center for Community and Engaged Learning and Research to work with anthropology. This support will be crucial for advancing anthropology's ability to offer Signature Experiences to students.

L. Evaluation. In what way has an appropriate mechanism been developed to evaluate the success or failure of the program.
I would suggest that as part of its strategic planning that anthropology track the success of its alums in terms of occupations and/or admittance to professional or graduate programs. This tracking should include the following background information about each major and/or minor.

- Participation in Study Abroad
- Proficiency in a Second Language beyond general SHSS requirements.
- Senior Thesis
- Research Experiences
- GPA

Tracking the careers of alums in relation to the TCNJ curriculum will allow anthropology faculty to gauge student and alumni success in relation to existing departmental structures and long-term goals.

The College of New Jersey Board of Trustees
Resolution Rescinding the Conditional Readmission Policy

Whereas: The College of New Jersey's *Policy Framework* calls for the regular review of College policies; and,

Whereas: The College of New Jersey last reviewed its Conditional Readmission policy in 2002; and,

Whereas: The Committee on Academic Programs reviewed this policy and reviewed the categories of undergraduate applicants to The College of New Jersey; and,

Whereas: The Committee on Academic Programs has found this policy to be no longer consistent with common academic practice; and,

Whereas: The Committee on Academic Programs has found this policy to be no longer in the best interests of students; and,

Whereas: The Committee on Academic Programs has recommended the elimination of this policy;

Therefore, Be It Resolved: That the Conditional Readmission policy be rescinded.

June 30, 2020

Section:	II.1.37	
Title:	Readmission - Conditional	
Effective Date:	March 7, 2002	
Approved By:	Board of Trustees	
Responsible Unit:	Academic Affairs (609) 771-3080; academic@tcnj.edu	
Related Documents:		
History:		
Version	Date	Notes
1.0	March 7, 2002	New policy; initial release

I. INTRODUCTION

This policy seeks to establish the requirements and limitations a degree-seeking student who left The College of New Jersey has while attempting to regain a conditional readmission as established by The College.

II. DEFINITIONS

N/A

III. POLICY

Degree-seeking students who left The College of New Jersey with a grade point average below 2.0 (or below the required average for their intended program of study) may apply for readmission to TCNJ under the Conditional Readmission Policy. To be eligible for consideration under this policy, a student must not have been enrolled at TCNJ for a period of at least three years and must provide evidence that the problems responsible for his or her initial failure at TCNJ have been resolved. Applicants should apply to the Office of Admissions by March 1 for fall readmission and November 1 for spring readmission. The committee tasked to hear admissions appeals will review applications for Conditional Readmission. The Dean of the appropriate School to which the candidate seeks admission will also review and approve the application.

Those approved shall be conditionally admitted and allowed to take 24 semester hours under this status. The student will be assigned to the appropriate office for advisement, so that courses can be scheduled that will meet the internal transfer requirements of the intended major/program of study. At the completion of 24 semester hours, students will be re-reviewed

for full admission to TCNJ. For those granted full admission, no grades received for previous academic work prior to conditional readmission will be included in the calculation for current GPA, and only academic work with grades of C or better will be credited toward requirements for the present degree program. The student's historical transcript will remain intact, but grades from previous work prior to conditional readmission will not be factored into the student's grade-point average.
Students may utilize this policy one time. To receive a bachelor's degree, and any honors associated with it, under this policy, a student must complete a minimum of 42 semester hours at The College of New Jersey. Once the student has been re-evaluated and received full admission, the student must complete his or her degree in accordance with this policy.

For Students Applying to be Readmitted to TCNJ under this process

1. Student application (including an essay) will be reviewed by a Readmission Committee. Those recommended for conditional readmission will be sent to the appropriate academic dean.

2. Deans will notify Admissions as to whether they approve or disapprove.

3. The Admissions Office will code as a Conditional Readmit and will send a letter to the applicant explaining the nature of conditional readmission. The letter will include a contract for the student to sign if he/she wishes to be readmitted under the terms of the conditional readmission policy.

4. Students who return a signed contract will be assigned a readmit code indicating that they are conditional readmits. Admissions will forward the contract to Records and Registration for imaging.

5. Records and Registration will do a Control Sheet for the readmit noting those classes that will be re-characterized after 24 hours should the student meet the terms of the Conditional Readmission Contract. The control sheet will be sent to the appropriate assistant dean for advising purposes.

6. Each semester, Records and Registration will run a tracking report to assess the progress of the Conditional Readmits and determine the students with a conditional readmit code who have completed 24 credit hours.

7. Records and Registration will determine those students who satisfy the terms of Conditional Readmission.

8. Those conditionally readmitted students who have earned 24 credit hours

with at least a 2.0 GPA (or 2.75 in the case of Teacher Certification) will have a notation added to their transcripts that they were conditionally readmitted and their transcripts will be recalculated per the terms of the policy.

For Students Currently at TCNJ

1. The student will submit a letter/petition to the appropriate academic dean.

2. If the dean approves, the student's petition is sent to the Admissions Office to be coded as a conditional readmit.

3. Students with fewer than 24 credit hours since returning to TCNJ will be handled as in steps 3-8 above. Records and Registration will be notified of students who have completed 24 credit hours with a GPA of at least 2.0, and step 8 above will go into effect.

MEMORANDUM

TO: Steering
FROM: CAP
RE: Readmission-Conditional Policy
DATE: April 14, 2020

Background & Charge

According to TCNJ policy (the Policy Framework), all campus policies should be reviewed every five years. The Readmission-Conditional Policy was last reviewed in 2011. In September 2018, Steering charged CAP with review of the aforementioned policy.

Based on its initial work reviewing the Readmission-Conditional policy, in a memo dated December 4, 2018, CAP recommended that Steering change the scope of the initial charge to include the creation of a more comprehensive readmission policy that addresses multiple readmission categories to TCNJ.

On February 6, 2019, Steering issued a revised charge to CAP to address the comprehensive nature of the categories of undergraduate applicants. Steering recommended that such a policy should consolidate, clarify, and increase transparency for the campus community. In addition, the Readmission-Conditional Policy should recognize that some schools and programs have their own dismissal and readmission policies, often in response to accreditation or licensure issues.

Methods

In Fall 2019, CAP solicited public forum testimony at Faculty Senate, Staff Senate, and Student Government meetings. The Qualtrics survey to the entire TCNJ campus garnered 56 responses. CAP representatives visited Academic Leaders, and corresponded on many occasions with Admissions, Dean of Students, Records and Registration, among other stakeholders. The insight collected in these correspondences aided us in addressing the major points of the charge.

1. Seven categories of undergraduate applicants emerged: first year, first year advanced standing, transfer, re-entry, re-admit, nonmatriculated, international.

2. Detailed attention to the definition of and criteria for two of the categories, re-entry and re-admit applicants, are needed. Specifically, stakeholders think it is important that students in these categories meet all degree requirements as described in the Bulletin in place at the time of their return, and all prior coursework should be reviewed for currency within the chosen curriculum to ensure that they meet all degree requirements in place at the time of their return. Previously completed courses that are significantly different or deemed no longer applicable to the current degree will need to be repeated. Prior work must be evaluated by the program chair or coordinator and approved by the

dean.

3. Each category of applicants requires specific principles governing the return of students in terms of time away, changes in curriculum, decision-making authorities, and the resolution of differences in readmission criteria.

4. In merging together various policies, issues with an existing policy became problematic. The Conditional Readmission Policy essentially offered a one-year conditional admission as a trial period to applicants who previously were dismissed from the College for academic reasons and were separated from the College for three or more years. If a student did well during the trial period, then they would be considered for full admission **and** prior coursework would not be included in their overall GPA calculation - essentially a "do-over." CAP members understood the compassionate intent of the policy that allowed students with a very low GPA to have the possibility of earning a degree at TCNJ. CAP carefully considered philosophical issues, fairness to other students, as well as what is in the best interest of the applicant (e.g. does this policy encourage an applicant to delay earning a college degree by staying out of an academic program for three years with the hope of getting back into TCNJ?) Our correspondences with various entities on campus gave us insight into the Conditional Readmission Policy. We learned it has been around for many years, but is very rarely exercised (e.g. maybe 1 or 2 times in the past 15 years or so), and it is not clear that anyone who exercised this option ever attained their degree. After considering that such a policy could harm TCNJ's academic reputation as a significant outlier to common academic practice, the committee recommended to remove the category completely and collected testimony with this point highlighted.

Final Recommendation

The resulting proposed new policy is a revision of the Categories of Undergraduate Applicants Policy combined with the proposed elimination of the Conditional Readmission Policy. It streamlines the categories with which undergraduate students can enter TCNJ, clarifies the definitions and governing principles for each, and provides transparent guidelines for the campus community.

The College of New Jersey
Resolution Approving a Revised Reappointment and Promotions Document

Whereas: The College of New Jersey last reviewed its Reappointment and Promotions Document in 2019; and

Whereas: The Committee on Faculty Affairs has recommended changes to align the College's process for librarian promotions with the 2015-2019 Agreement between the State of New Jersey and the Council of Union Locals; and

Whereas: The Committee on Faculty Affairs has recommended the modification of scholarly expectations for pre-tenure faculty and librarians in response to disruptions caused by COVID-19.

Therefore, Be It Resolved: These recommendations be approved and implemented.

June 30, 2020

TCNJ REAPPOINTMENT AND PROMOTIONS DOCUMENT

2019

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INTRODUCTION

The Reappointment and Promotions Document (RPD) contains standards and procedures for promotion and reappointment for faculty and librarian candidates. The RPD was approved through the governance process and matters relating to processes and timelines have been agreed to by the TCNJFT, Local 2364, AFT.

It should be noted that the reappointment process and timeline could, depending on several factors set forth herein, remain unchanged from the 2014 or 2015 Promotion and Reappointment Document. For reference, the following table sets forth the specific document and section that apply to faculty and librarians according to their date of hire, their rank at time of application, and desired reappointment or promotion action.

HIRE DATE	***RANK (at time of application)***	***DESIRED ACTION***			
		REAPPOINTMENT ONLY	***REAPPOINTMENT WITH TENURE ONLY***	***REAPPOINTMENT WITH TENURE AND PROMOTION***	***PROMOTION ONLY***
Between 07/16/14 and 08/01/15	Assistant Professor or Librarian III	Years 1-4 Reappointment application: 2014 PRD	Year 5 Application to 7th year: 2014 PRD	Year 5 Application to 7th year: 2015 PRD ***OR***	Promotion Application: 2019 RPD
	Associate Professor, Professor or Librarian II	Years 1-4 Reappointment application: 2014 PRD	Year 5 Application to 7th year: 2014 PRD	Not available	Promotion Application: 2019 RPD
After 08/01/15	Assistant Professor or Librarian III	Years 1-4 Reappointment application: 2019 RPD	Not available	Year 5 Application to 7th year: 2019 RPD	Promotion Application: 2019 RPD
	Librarian II	Years 1-4 Reappointment application: 2019 RPD	Year 5 Application to 7th year: 2019 RPD	Year 5 Application to 7th year: 2019 RPD (if candidate chooses)	Promotion Application 2019 RPD
	Associate Professor, Professor or Librarian II	Years 1-4 Reappointment application: 2019 RPD	Year 5 Application to 7th year: 2019 RPD	Not available	Promotion Application: 2019 RPD

PART ONE – BASES AND STANDARDS FOR EVALUATION

The College of New Jersey affirms that a community of learners and scholars is built around high expectations in which all members use and develop their talents to make the College a better place. The College expects exemplary achievement, and it strives to hire teacher-scholars who will be successful in the initial evaluation process and continued professional growth. All decisions regarding faculty and librarian evaluation and development are based on teaching/librarianship, scholarly/creative/professional activity, and service, and faculty are expected to demonstrate accomplishments and meet the standards in all three categories. Evidence of high quality teaching or librarianship is essential for reappointment, tenure, and promotion. Excellence in scholarly/creative/professional activity and/or service cannot compensate for a lack of excellence in teaching/librarianship.

I. Faculty

A. *Teaching*

According to the College's mission statement, "TCNJ's personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The College empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally." Therefore Faculty should aspire to be teachers of the first order. A high caliber, effective teacher:

1. Shows subject mastery, currency, and ongoing growth in one's discipline and/or across disciplines;
2. Carefully prepares organized lessons and pedagogical materials designed to guide and enhance student learning;
3. Demonstrates enthusiasm for the topics under study and models intellectual curiosity, and creates a caring learning environment, safe for students wishing to express contrary or unpopular views and respectful of diverse perspectives;
4. Ensures class meetings and other learning opportunities, including providing student feedback, are conducted in a timely and professional manner;
5. When appropriate, incorporates one's scholarship into teaching, including the effective supervision of student research and the incorporation of students into one's scholarship;
6. Extends teaching commitment to all levels of the curriculum, including First Seminars, liberal learning, introductory courses, graduate courses, and Signature Experiences where appropriate;
7. Articulates and attends to student learning outcomes that help develop students as successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world;
8. Conveys an intellectual and professional interest in individual student learning;
9. Innovates and experiments with pedagogy in ways that foster engaging educational environments that are characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and community engagement;
10. Creates and revises courses and curricula in ways that foster a vibrant, intellectual community built around a shared commitment to scholarly inquiry;
11. Provides well-informed, thoughtful mentorship and advising appropriate to the students' personal

and professional development;

12. Strives for respectful and fair treatment when interacting with individual students;
13. Is capable of adjusting the educational experience in response to individual student needs;
14. Demonstrates rigor, transparency, and consistency in evaluating student work; and
15. Provides evidence of continued improvement and sustained high quality teaching in the form of teaching materials, student evaluations, and peer feedback, resulting in growing a body of work that supports teaching excellence. (The occasional course might be evaluated at less than a high level, for example when a new course is being developed. This should be explained in the application.)

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

(a) All formal student feedback 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.[1]

(b) Peer reviews of their teaching. The format and content of the peer reviews should conform to the guidelines set forth in Part IV, Section III.

(c) Syllabi from all courses taught in the time period ranging from not fewer than three (3) years, but not more than five (5) years prior to the submission of the application. (Note: Only one syllabus per discrete course should be submitted, not multiple copies of syllabi used in different sections or semesters). However, any significant changes to syllabi of courses taught over multiple years should be documented.

(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; show the rigor, comprehensiveness, and depth of assignments; and discuss philosophy of and methods for assessment of student work.

Grade distributions, however, are not to be submitted by the candidate or considered at any level of the promotion or reappointment process.

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:

1. The Scholarship of Discovery – the traditional research model in which new content knowledge is acquired;
2. The Scholarship of Integration – the creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines;

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[1] 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. Candidates who are eligible to apply for reappointment or promotion within three years of initial appointment should submit required documentation (e.g., student evaluations, peer reviews) for all years of employment at the College.

3. The Scholarship of Application – the bridging of the gap between theory and practice through both research and action;
4. 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
5. Artistic Expression – the expression of artistry through the visual, performing, or literary arts.
6. Continuing Achievement - Faculty should demonstrate continuing scholarly/creative/professional achievement since initial appointment. An external review may be requested by the applicant as one component of this evidence (see Part V, Section VII).

It is recognized that there are faculty members whose scholarly/creative/professional work spans multiple disciplines. The College values scholarship that crosses departmental boundaries and that integrates a variety of approaches, theories, methodologies, and practices.

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, are connected to our role in the larger community, or reflect the College's commitment to building a diverse and inclusive 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 scholarly standards. 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 evidence for tenure and promotion 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 reappointment with tenure or of a promotion decision, there should be a record of finished work conducted while at TCNJ and clear promise of ongoing and maturing scholarship.

The standards that mark excellence in scholarly/creative/professional activity may differ significantly among disciplines and even sub-disciplines Therefore, the accepted *Disciplinary Standards* of the appropriate department(s) or program(s) should be consulted (and made available to every candidate for promotion). 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 relevant department(s) or program(s). 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.

Faculty Applying for Tenure and Promotion to Associate Professor

Joint faculty or faculty hired into a department that contains different disciplinary standards must choose, at the point of hire, which set of standards they wish to follow. Faculty hired under such parameters may choose to change the disciplinary standards they follow at any point up until the third year review, in consultation with their Dean(s) and department chair(s). Candidates who self-identify their scholarly/creative/professional activity as interdisciplinary may use elements of *Disciplinary Standards* from more than one department or program. In such cases, this decision must be approved by the PRC and Dean of the school housing the candidate's home department.

Faculty Applying for Promotion to Professor

Candidates seeking promotion to Professor, who self-identify their scholarly/creative/professional activity as interdisciplinary, may use elements of *Disciplinary Standards* from more than one department or program. In such cases, this decision must be approved by the PRC and Dean of the school housing the candidate's home department at least 1 year prior to the deadline for Intent to Apply for Promotion to Professor.

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 undertake 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.

II. Librarians

A. *Librarianship*

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

1. Mastery, currency and ongoing growth in one's specialty(ies);
2. Careful preparation and clear organization;
3. Fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;
4. Purposeful experimentation in the practice of one's professional specialty(ies);
5. Incorporation of one's scholarship into the practice of librarianship, where appropriate;
6. Incorporation of one's professional service into the practice of librarianship;
7. Timeliness and professionalism in carrying out professional responsibilities;
8. Consistency in developing, implementing, and/or updating services;
9. Respect and fair treatment of all library users as individuals; and
10. Ability to successfully interact with and/or supervise staff at various levels.

Librarians perform in one or all 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:

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

B. *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 and interdisciplinary research, applied research, pedagogical research, and artistic expression. 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(s) of inquiry and necessarily requires such peer review to validate the work's significance. It is recognized that there are librarians whose scholarly/creative/professional work spans multiple disciplines. The College values scholarship that crosses departmental boundaries and that integrates a variety of approaches, theories, methodologies, and practices. 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.

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, are connected to our role in the larger community, or reflect the College's commitment to building a diverse and inclusive 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 or across disciplines. 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.

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 Part Five, Section VII). 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 relevant department(s) or program(s). It is the responsibility of the candidate to make clear in the application that the expectations were met. As described above, joint faculty or faculty hired into a department that contains different disciplinary standards must choose, at the point of hire, which set of standards they wish to follow. Faculty hired under such parameters may choose to change the disciplinary standards they follow at any point up until the third year review, in consultation with their Dean(s) and department chair(s).

Candidates who self-identify their scholarly/creative/professional activity as interdisciplinary may use elements of *Disciplinary Standards* from more than one department or program. In such cases, this decision must be approved by the PRC and Dean of the school housing the candidate's home department.

C. *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 undertake 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).

PART TWO – THE APPLICATION PROCESS FOR REAPPOINTMENT AND TENURE[2]

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 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.

Process Flow

Year 1 – **Formative[3] review by Department PRC and Dean**: feedback to all new faculty members, as every new faculty member or librarian is appointed to the first three years

- Constructive feedback about strengths and weaknesses of the candidate by the Department and the Dean only

Year 2 – **Summative[4] review and recommendation by Department PRC, Dean, and Provost to the President and the Board of Trustees;** application for reappointment to the 4th year; all can apply

- Possible decisions, at each level: 1) yes to 4th year; or 2) no to 4th year, that is, Year 3 will be the final year

Year 3 – **Summative review and recommendation by Department PRC, Dean, and Provost to the President and the Board of Trustees;** application for reappointment to the 5th and 6th years; only those who got decision 1) in Year 2 can apply

- Possible decisions (at each level): a) yes to 5th and 6th years; b) yes to 5th year plus need to apply for 6th year in Year 4; or, c) no to 5th and 6th, that is, 4th year is the final year

Year 4 – Only one of following two processes applies, depending on the situation of the candidate:

1. **Formative review by the Department PRC and the Dean** for those candidates who got decision a) in Year 3
   - Constructive feedback about strengths and weaknesses of the candidate by the department and the dean only
2. **Summative review and recommendation by Department PRC, Dean, and Provost to the President and the Board of Trustees;** application for reappointment to the 6th year for candidates who got decision b) in year 3
   - Possible decisions (at each level): i) yes to 6th year; or ii) no to 6th year, that is, Year 5 will be the final year

Year 5 - Summative review and recommendation by Department PRC, Dean, CPTC if

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[2] Candidates seeking tenure as exceptional action pursuant to N.J.S.A. 18A:60-9 should be aware of the timeline for applying for tenure. See Part Two, Section III.B.

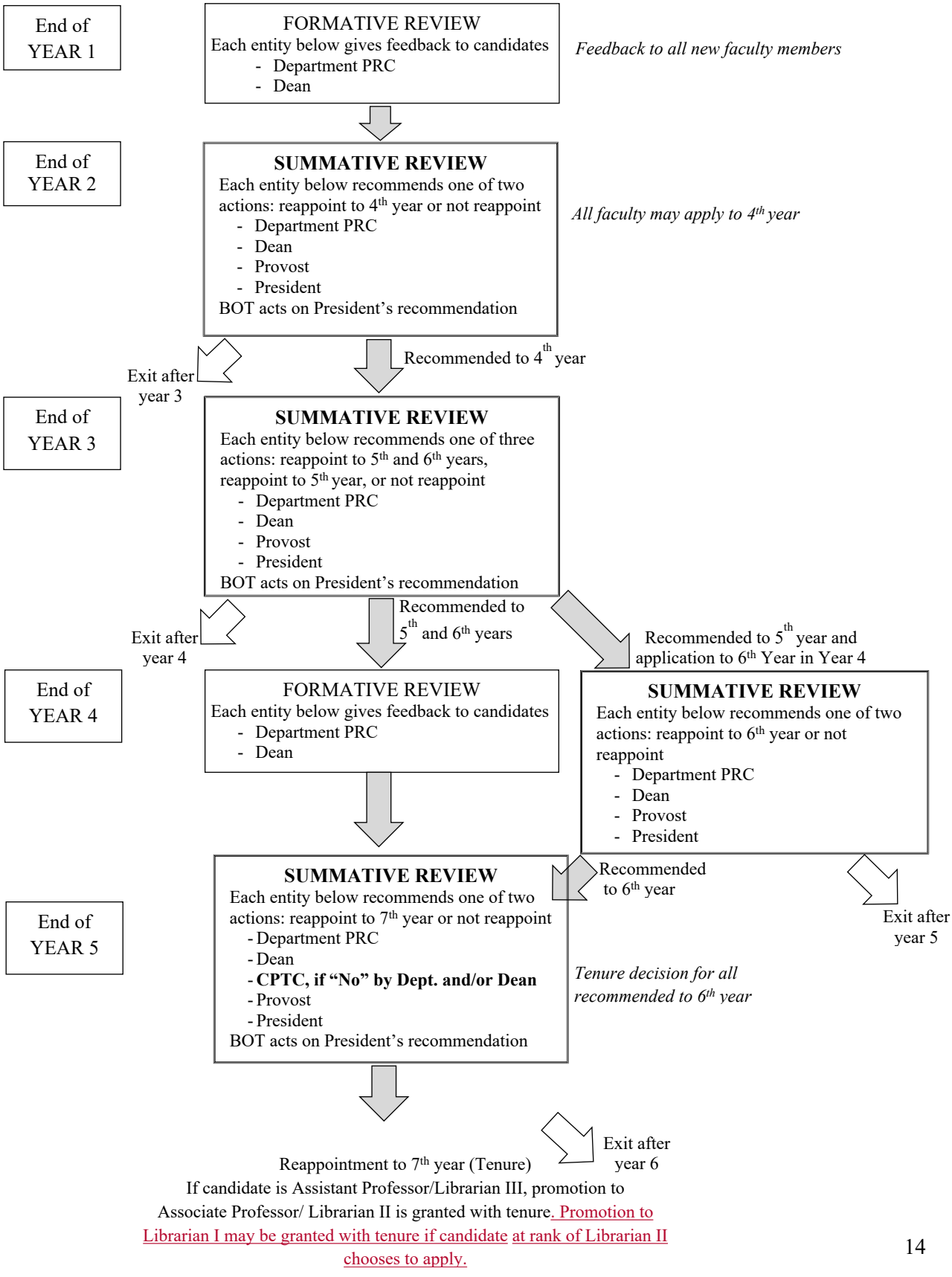
[3] A formative review is designed to provide valuable feedback from the department PRC and the Dean to the candidate.

[4] A summative review is designed to provide complete and accurate information for decision-making and results in a recommendation; this evaluative process spans from the department PRC to the Board of Trustees.

applicable, and Provost to the President and the Board of Trustees; application for reappointment to 7th year and tenure; only those candidates who got decision a) in year 3 and those who got decision i) in Year 4 can apply

- Possible decisions (at each level): A) yes to 7th year (tenure); or B) no to 7th year, that is, year 6 is the final year
- **Extra step**: when the Department PRC and/or the Dean do not recommend the candidate's reappointment to the 7th year and tenure, the CPTC will evaluate the application and make a recommendation.
- Candidates who have the rank of Assistant Professor or Librarian III at the time of the tenure decision will be promoted to Associate Professor or Librarian II, respectively.
- Candidates who have the rank of Librarian II at the time of the tenure decision may choose to apply for promotion to Librarian I. This single review will have three possible decisions: A) yes to 7th year (tenure); B) yes to 7th year (tenure) with promotion to Librarian I; C) no to 7th year, that is, year 6 is the final year.

Figure 1 - REAPPOINTMENT PROCESS



II. 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 with tenure and promotion to Associate Professor/Librarian II. The application materials should be organized and focused in order to convey the information that is most relevant in the record of achievement (see Part Five, Section I). The candidate needs to establish the exemplary nature of his or her record of achievement and to identify how his or her accomplishments meet specific expectations as described in the *Disciplinary Standards*. The candidate completes the Checklist to indicate that the major components of the *Standard Application for Reappointment and Promotion* are included in the dossier. Applications that are missing any required section noted in the Checklist, or that do not adhere to the timeline established herein, will not be considered by the PRC or the Dean. Applications that are missing elements within sections will be evaluated by the PRC and the Dean, although such omissions are likely to lower the candidate's likelihood of reappointment with tenure and promotion. Nonetheless, the PRC will use its discretion in evaluating such applications, and will consider any omissions in light of the application as a whole. 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 PRC to amplify and explain documentation submitted with the application. In preparing his or her materials, the candidate also needs to coordinate with the department chair (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 Promotion and Reappointment Committee (PRC)

Departments (and programs) must strive to appoint faculty who will contribute directly to the College's mission of offering a quality educational experience to highly talented 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. The accepted *Disciplinary Standards* of the appropriate department(s) or program(s) 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(s) or program(s). Ultimately, it is the responsibility of the PRC to make clear to each candidate what these reasonable expectations are.

2. Consult 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 of the department(s) or program(s), 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 that 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 promotion processes.

3. Discuss with new faculty progress toward these performance expectations.

    a. In probationary years one (1) and four (4) (in the event the candidate has been reappointed to a 5th and 6th year in year three (3)), this discussion will 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), three (3) and five (5) (and in year four (4) when the candidate has been reappointed to only a 5th year in year three (3)), this discussion will result in an evaluation report from the PRC to the Dean;

4. 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.

5. Prior to application process, implement the College's procedures for collecting and analyzing student evaluations of teaching.

6. Observe and review the teaching of new faculty twice each year. The format and content of the peer reviews should conform to the guidelines set forth in Part Four, Section III.

7. Read and evaluate carefully the candidate's *Standard Application for Reappointment and Promotion* (see Part Five, Section I) and all supporting materials.

8. 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 reviews, 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 described in the *Disciplinary Standards* were 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.

9. Completes the Department/Program Recommendation for Reappointment indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Reappointment and how the candidate’s scholarship/ creative/professional activity meets specific expectations described in the Disciplinary Standards. Only one recommendation will be forwarded for each candidate. All members of a PRC typically will 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. A PRC member may refuse to sign the recommendation only in the event that the member believes the recommendation does not accurately reflect the decision of the PRC or that there exists a violation of the process set forth in this document. Any PRC member who refuses to sign the PRC's report/recommendation is expected to send a written explanation for his/her refusal to sign to the appropriate Dean.

10. Limits discussion to the candidate's application, supportive documents and evaluation materials as they apply to the Bases and Standards for Reappointment with Tenure and Promotion found in Part One of this document. PRC members do not serve as advocates for any candidate.

11. Forwards the application materials of all recommended and non-recommended candidates who indicate that they wish to continue their applications, along with the departmental recommendation for each of these candidates, to the Dean for consideration.

C. The Dean

The Dean will work with departments to fulfill their obligations in an exemplary manner, and is responsible for reviewing the departmental evaluation materials (letters, reports, etc.). The Dean will oversee all departmental processes and procedures to ensure that they function 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 a summative review process (i.e., review beyond the level of the Dean), the Dean issues an independent recommendation to the Provost. The Dean:

1. 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 Reappointment with Tenure and Promotion and how the candidate's scholarship/creative/professional activity meets the expectations described in the *Disciplinary Standards*. Completes the Checklist acknowledging that all major parts of the *Standard Application for Reappointment and Promotion* are present in the candidate's dossier.

2. Transmits the Dean's recommendation to the candidate for review and response. 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; it becomes part of the application and is forwarded to the Provost or the CPTC.

3. Conveys all promotion materials to the Provost or, in the event the PRC and/or the Dean recommend against reappointment for a seventh year with tenure and promotion to Associate Professor or Librarian II, to the CPTC.

D. The College Promotions and Tenure Committee (CPTC)

In the event that both the PRC and Dean recommend a candidate for reappointment for a seventh year with tenure and promotion to Associate Professor/Librarian II, or Librarian I, no consideration or action by the CPTC is required and the process moves from Section II.C. (the Dean) to Section II.E. (the Provost). In the event that either the PRC or the Dean (or both) recommend against

reappointment for a seventh year with tenure and promotion to Associate Professor/Librarian II, or Librarian I, -the CPTC evaluates the applicant in terms of the Bases and Standards for Reappointment with Tenure and Promotion and the relevant *Disciplinary Standards* and recommends tenure and promotion only for those candidates who clearly warrant such promotion. In its evaluation of candidates, the CPTC:

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 in the last three (3) years.

3. Restricts its discussions of candidates to the Bases and Standards for Reappointment with Tenure and Promotion and the relevant *Disciplinary Standards*, referring to the application materials, the PRC's and Dean's recommendations, and the candidate's response(s) only. None of its members acts as an advocate of a discipline, department, program, or school. Members should avoid any conversations about candidates outside of CPTC meetings.

4. Provides candidates and/or their representatives an opportunity to appear before the CPTC to amplify and explain the documentation submitted with the application.

5. Concludes its deliberations, votes on each candidate, arrives at recommendations, and notifies in writing recommended and non-recommended candidates on or before May 31. The CPTC's feedback letter to non-recommended candidates must explain how, as set out in the Bases and Standards for Reappointment with Tenure and Promotion, the candidate has not met the Standards in one or more of the following: teaching/librarianship; scholarly/creative/professional activity; service.

6. Allows the candidate to examine and respond to the CPTC's feedback letter and recommendation. Any comment or response to these from the candidate shall be forwarded to the Provost as part of the candidate's application.

7. Candidates for promotion have five (5) business days after receipt of the CPTC's recommendation to submit an appeal. Information on the dates and procedures for making an appeal is included in the CPTC's letter of notification to the candidate. Compelling evidence must be submitted in order to warrant a change in the CPTC's recommendation. After hearing a presentation by the candidate, the CPTC will vote by secret ballot. The Provost (or, in the event the Provost cannot be present, the Provost's designee) must be present for the hearing of appeals.

8. Upon completion of the appeal process, the CPTC forwards to the Provost a list of candidates it recommends for tenure and promotion and the promotion materials of the candidates. This recommendation must indicate how the candidate meets the Bases and Standards for Reappointment with Tenure and Promotion. The CPTC shall notify all applicants of its final recommendations within two (2) working days after submission to the President.

E. 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.

1. In the event both the PRC and Dean recommend a candidate for reappointment for a seventh year

with tenure and promotion to Associate Professor/Librarian II, the Provost is responsible for reviewing the complete dossier for such candidates, 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.

2. In the event either the PRC or the Dean (or both) recommend against a candidate for reappointment for a seventh year with tenure and promotion to Associate Professor/Librarian II, the Provost (or, in the event the Provost cannot be present, the Provost's designee) serves *ex officio* as a non-voting member of the CPTC and must be present for all evaluation meetings and for the hearing of appeals by the CPTC.

3. Prepares a written statement indicating concurrence or areas of non-concurrence with the CPTC's recommendations once appeals to the CPTC have been completed and the CPTC'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 and Standards for Reappointment with Tenure and Promotion.

4. Transmits the Provost's report to the candidate for review and response. A candidate who has not been recommended by the Provost 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.

5. Forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation.

F. The President

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

1. Within two (2) working days after receiving the final recommendations of the Provost or the CPTC, the President may choose to meet with the Provost and/or the CPTC concerning its recommendations.

2. Should the President make a recommendation inconsistent with that of the CPTC and/or Provost, s/he provides the CPTC and the candidate with the reasons for that action.

3. A candidate who has been recommended by the CPTC 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 July 15, unless changed by local agreement between the College and the Union.

III. PROCEDURES AND TIMELINE FOR APPLYING FOR REAPPOINTMENT

NOTE: If the specified date is a non-work day, the deadline will be moved forward to the next work day. In addition, all dates set forth in this section may be subject to adjustment as follows:

1. All dates may be subject to adjustment by up to, but not exceeding, three days in the event the dates conflict with Spring Commencement or the Memorial Day Holiday. In the event any date shall be adjusted for this reason, the Provost shall provide notice to the academic community by September 1 of the academic year in which such adjustment(s) shall be made.

2. All dates may be subject to adjustment in the event of a campus closure due to inclement weather or other emergency during the promotion or reappointment process. The adjustment shall be equal to the number of days of the campus closure. In the event any dates shall be adjusted for this reason, the Provost shall provide notice to the academic community as soon as practicable.

A. Ordinary timeline for reappointment

1. In the First Year: Formative review

Faculty/Librarians are hired with an initial three-year appointment, provided it is the first year of full-time employment at the College. Thus the review during the first year is not the basis for any decision about reappointment; rather it is an opportunity for constructive feedback. This formative review involves the department PRC and the Dean of the School.

During the first year of a candidate's full-time tenure-track 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 of the department(s)/program(s), extending from reappointment through tenure and promotion. Joint faculty or faculty hired into a department that contains different disciplinary standards must choose, at the point of hire, which set of standards they wish to follow. Faculty hired under such parameters may choose to change the disciplinary standards they follow at any point up until the third year review, in consultation with their Dean(s) and department chair(s). Candidates who self-identify their scholarly/creative/professional activity as interdisciplinary may use elements of *Disciplinary Standards* from more than one department or program. In such cases, this decision must be approved by the PRC and Dean of the school housing the candidate's home department.

Timeline:

1. *By May 15.* The candidate submits to the Department Promotion and Reappointment Committee (PRC) the *Standardized Curriculum Vita*, Student Evaluations, and Peer Reviews of Teaching (see Part Five, Section I). 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 preprints of scholarly articles, or the syllabus and course materials for a new course). Candidates who self-identify their scholarly/creative/professional activities as interdisciplinary should begin to discuss with the PRC the use of *Disciplinary Standards* from other departments or programs, as appropriate.

2. *By May 25*. The documents submitted serve as the basis for a serious conversation between the candidate and the PRC 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 typically will be signed by all members of the PRC and the candidate. By signing the letter, the candidate is acknowledging only receipt of the letter. 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. A PRC member may refuse to sign the letter only in the event that the member believes the letter does not accurately summarize the conversation between the PRC and the candidate or that there exists a violation of the process set forth in this document.[5]

3. *By May 29*. The candidate has the right to respond formally to the PRC's letter. This response will be included as part of the candidate's application. The PRC sends the Dean a copy of all correspondence, the *Standardized Curriculum Vita*, Student Teaching Evaluations, and Peer Reviews of Teaching.

4. *By June 15*. The Dean reviews the PRC letter and candidate's materials. 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.

2. In the Second Year: Summative review

At the end of the second year of employment, faculty apply to a fourth year. This summative review results in a recommendation to reappoint or not reappoint the faculty member to a fourth year of employment. The department PRC, the Dean, the Provost and the President are involved in the recommendation to the Board of Trustees.

Timeline:

1. *By March 20*. The candidate may apply for reappointment to a fourth year by submitting a dossier consisting of all items in the *Standard Application for Reappointment and Promotion* and all supporting materials (see Part Five, Section I). The candidate completes the Checklist to indicate that the major components of the *Standard Application for Reappointment and Promotion* are included in the dossier. Candidates who self-identify their scholarly/creative/professional activities as interdisciplinary discuss with the PRC the use of *Disciplinary Standards* from other departments or programs, as appropriate.

2. *By April 3*. The documents submitted serve as the basis for a renewed conversation between the

[5] Any PRC member who refuses to sign the PRC's report/recommendation must send a written explanation for his/her refusal to sign to the appropriate Dean.

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 in the context of expectations described in this document and in the relevant *Disciplinary Standards* for the candidate. This report is written by and voted on by members of the department/program, according to approved department/program procedures. All members of a PRC typically will 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. A PRC member may refuse to sign the recommendation only in the event that the member believes the recommendation does not accurately reflect the decision of the PRC or that there exists a violation of the process set forth in this document.[6]

The PRC then gives the recommendation to the candidate for him/her to review. If the report is generally positive, it should include a recommendation for appointment to the fourth year. If the report is substantially negative, it may include a recommendation to terminate the appointment following a third (and final) year.

The PRC completes the Checklist (see Part Five, Section I) acknowledging that all major parts of the *Standard Application for Reappointment and Promotion* are present in the candidate's dossier and adds the PRC evaluation report and candidate's response (if applicable) to the materials. The PRC forwards these materials to the Dean.

3. *By April 10*. The candidate has the right to respond formally to the PRC's evaluation report. The PRC will send this response to the Dean as part of the candidate's application.

4. *By May 1*. 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; the Dean considers the candidate's record in light of the bases for reappointment described in this document and the relevant *Disciplinary Standards*. Before it is forwarded to the Provost, the Dean sends copies of the evaluation report and recommendation to the candidate and the PRC.

   The Dean completes the Checklist acknowledging that all major parts of the *Standard Application for Reappointment and Promotion* are present in the candidate's dossier and adds his or her evaluation report and candidate's response (if applicable) to the materials. The Dean forwards these materials to the Provost

5. *By May 8*. The candidate has the right to respond formally to the Dean's evaluation report. The Dean will send this response to the Provost as part of the candidate's application.

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.

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[6] Any PRC member who refuses to sign the PRC's report/recommendation must send a written explanation for his/her refusal to sign to the appropriate Dean.

The Provost notifies the candidate in writing of his/her decision to either recommend or not recommend reappointment to the President. The Provost sends the dossier and recommendation to the President.

7. *By June 18*. The candidate has the right to respond formally to the Provost's recommendation. The Provost will send the response to the President as part of the candidate's application.

8. *By June 30.* The President reviews the dossier, including the evaluation reports from the PRC and the Dean and the recommendation from the Provost, and notifies the candidate of his/her recommendation.

9. *By July 30*. Action is taken by the Board of Trustees on President's recommendation for reappointment to the fourth year. The President notifies the candidate of reappointment or non-reappointment.

3. In the Third Year: Summative review

At the end of the third year of employment, faculty who have been reappointed to a 4th year apply to a fifth and a sixth years of employment. In year 3, the possible recommendations are: reappoint to the 5th and 6th years, reappoint to the 5th year only and allow faculty member to apply to the 6th in Year 4, or recommend that the faculty member not be reappointed to the 5th year. The department PRC, the Dean, the Provost and the President are involved in the recommendation to the Board of Trustees.

Timeline:

Same procedures and deadlines as those outlined in the Second Year

4. In the Fourth Year: Formative review or Summative review

a. The fourth year review is a formative review if the faculty member was reappointed to the 5th and 6th years in year 3. This formative review, involving the department PRC and the Dean of the School, is not the basis for any decision about reappointment; rather it is an opportunity for constructive feedback.
Timeline:

Same procedures and deadlines as those outlined in the First Year

b. The fourth year review is a summative review if the faculty member was reappointed to the 5th year only in year 3. This summative review, involving the department PRC, the Dean, the Provost and the President, results in a recommendation to reappoint or not reappoint the faculty member to a sixth year of employment.
Timeline:

Same procedures and deadlines as those outlined in the Second Year

5. In the Fifth Year: Summative review for reappointment and tenure

At the end of the fifth year of employment, faculty apply to a seventh year of employment, that is, a seventh year and tenure. The possible recommendations are: reappoint to the 7th year or not reappoint to the 7th year. The department PRC, the Dean, the CPTC (when applicable), the Provost and the President are involved in the recommendation for the Board of Trustees. Candidates who have the rank of Assistant Professor or Librarian III at the time of the tenure decision will be promoted to Associate Professor or Librarian II, respectively. Candidates who have the rank of Librarian II who have chosen to apply for

promotion to Librarian I concurrent with tenure will have three possible recommendations: not reappoint to the 7th year, reappoint to the 7th year with tenure only, or reappoint to the 7th year with tenure with promotion to Librarian I.

Timeline:

1. *By March 20*. The candidate may apply for reappointment to a seventh year with tenure by submitting a dossier consisting of all the items in the *Standard Application for Reappointment and Promotion* and all supporting materials (see Part Five, Section I). The candidate completes the Checklist to indicate that the major components of the *Standard Application for Reappointment and Promotion* are included in the dossier. Candidates who self-identify their scholarly/creative/professional activities as interdisciplinary discuss with the PRC the use of *Disciplinary Standards* from other departments or programs, as appropriate.

2. *By April 3*. 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 in which the PRC evaluates the candidate's application in the context of expectations described in this document and in the relevant *Disciplinary Standards* for the candidate. The recommendation for successful candidates in their fifth year will normally be for reappointment to their seventh year and tenure. An unsuccessful candidate will not be recommended for reappointment beyond their sixth year.

   This report is written by and voted on by members of the department/program, according to approved department/program procedures. All members of a PRC typically will 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. A PRC member may refuse to sign the recommendation only in the event that the member believes the recommendation does not accurately reflect the decision of the PRC or that there exists a violation of the process set forth in this document.[7]

   The PRC then gives the recommendation to the candidate for him/her to review. If the report is generally positive, it should include a recommendation for appointment to the seventh year with tenure. If the report is substantially negative, it may include a recommendation to terminate the appointment following a sixth (and final) year.

   The PRC completes the Checklist (see Part Five, Section I) acknowledging that all major parts of the *Standard Application for Reappointment and Promotion* are present in the candidate's dossier and adds the PRC evaluation report and candidate's response (if applicable) to the materials. The PRC forwards these materials to the Dean.

3. *By April 10*. The candidate has the right to respond formally to the PRC's evaluation report. The PRC will send this response to the Dean as part of the candidate's application.

4. *By May 1*. 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

[7] Any PRC member who refuses to sign the PRC's report/recommendation must send a written explanation for his/her refusal to sign to the appropriate Dean.

meet with the candidate.

The Dean writes an independent evaluation report and recommendation to the Provost; the Dean considers the candidate's record in light of the bases for reappointment described in this document and the relevant *Disciplinary Standards*. Before it is forwarded to the Provost, the Dean sends copies of the evaluation report and recommendation to the candidate and the PRC.

The Dean completes the Checklist acknowledging that all major parts of the *Standard Application for Reappointment and Promotion* are present in the candidate's dossier and adds his or her evaluation report and candidate's response (if applicable) to the materials. Dean forwards these materials to the Provost.

5. *By May 8*. The candidate has the right to respond formally to the Dean's evaluation report. The Dean will send this response to the Provost as part of the candidate's application.

6. *By May 14 (IF APPLICABLE)*. The CPTC reviews the complete dossier, including the evaluation reports from the PRC and the Dean, and prepares a recommendation concerning reappointment with tenure and promotion to the Provost.

7. *By May 21 (IF APPLICABLE).* The CPTC conducts appeal hearings for any candidate that requests such a hearing and forwards its recommendation to the Provost.

8. *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 to the seventh year and tenure to the President. The Provost sends the dossier and recommendation to the President.

9. *By June 18*. The candidate has the right to respond formally to the Provost's recommendation. The Provost will include the response as part of the candidate's application.

10. *By June 30.* The President reviews the dossier, including the evaluation reports from the PRC and the Dean and the recommendation from the Provost, and notifies the candidate of his/her recommendation.

11. *By July 30*. Action is taken by the Board of Trustees on President's recommendation for reappointment to the seventh year. The President notifies the candidate of reappointment or non-reappointment.

B. Process for Applicants Requesting Early Tenure by Exceptional Action

Those applying for tenure early by exceptional action will follow the same timeline as those who apply for tenure at the ordinary time. A candidate who wishes to apply for tenure on an earlier-than-normal timeframe should discuss the process with the PRC and the dean. ***It is essential that the candidate understands that the review may result in notice of non-reappointment.*** The minimum standards for early tenure are:

- 2 consecutive academic years of full-time employment
- overall the candidate should have 5 years of professional experience contributing to a teacher–scholar or librarian-scholar position

- the determination of the number of years of prior experiences is an administrative one and should be made at the time of hiring and should then become part of the candidate's personnel file
- the candidate must meet the criteria for Associate Professor or Librarian ~~II~~ with tenure.

C. Modified Reappointment Process for Applicants with a Qualifying Life Event[8]

1. A candidate who experiences a qualifying life event, as defined below, and who takes any combination of leave (i.e., sick, vacation, family, or medical leave) for a period of at least four weeks (20 days) or who experiences the qualifying life event after June 30 but before the commencement of the following fall semester may have the timelines, established above, modified in accordance with this section.

2. Qualifying life events for purposes of this section are those events entitling the candidate to leave pursuant to the NJFLA and FMLA, which include:

   - The birth or adoption of a child of the candidate, or the foster placement of a child with the candidate to allow the candidate to care for the child;
   - A serious health condition that makes the candidate unable to perform the functions of his/her position;
   - A serious health condition affecting the spouse, child, or parent of the candidate to allow the candidate to provide care;
   - A serious injury or illness incurred in the line of duty affecting a covered service member who is the spouse, child, parent or next of kin of the candidate to allow the candidate to provide care,
   - A qualifying exigency arising out of the fact that the spouse, child or parent of the candidate is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces;
   - An act of domestic violence or a sexually violent offense committed against the candidate or the candidate's spouse, domestic partner, civil union partner, child or parent in accordance with the NJ SAFE Act.

3. A candidate who satisfies the above requirements may be considered for reappointment pursuant to the modified timeline provided in this section. To be eligible for reappointment pursuant to the modified reappointment and tenure review timeline, a candidate must inform the Office of Human Resources ("HR") of: 1) the occurrence of the qualifying life event; 2) if the event occurs during the contract period the candidate's desire to use some form of accrued leave in accordance with current HR procedures; and 3) his or her desire to be considered pursuant to the modified timeline. The candidate must provide notice of the qualifying life event within twelve (12) months of its occurrence and provide required supporting documentation in accordance with HR procedures.[9] Upon verification of the qualifying life event, approval of requested leave, if applicable, and receipt of the candidate's decision regarding the modified reappointment and

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[8] This section applies to all full-time faculty and librarians, regardless of date of hire.

[9] A candidate who has entered and is at any stage of the reappointment and tenure review process prior to October 8, 2014, who experienced a qualifying life event as defined above during the time of his or her employment at the College and who otherwise qualifies under this section, may elect to be considered for reappointment pursuant to the modified timeline provided in this section. A candidate shall be eligible for the modified timeline regardless of whether the candidate previously took any form of leave in connection with the qualifying life event.

tenure review timeline, HR will notify the Office of Academic Affairs, the Dean of the candidate's home department/program, and the chair of the candidate's home department/program, with confirmation to the candidate, that the modified reappointment and tenure review timelines should apply to the candidate. Once the candidate is placed on the modified reappointment and tenure review timeline, he/she will be subject to the modified timelines for all years subsequent to the occurrence of the qualifying life event through the decision to grant or deny tenure. If the candidate does not wish to have the modified process applied for all subsequent years, the candidate shall notify HR and the Office of Academic Affairs no later than April 1 of the year in which the candidate wishes to return to the ordinary timelines established above, for the remaining years of review.

NOTE: Candidates should be aware that if they elect the modified timeline, they will not receive notice of the reappointment decision until the year subsequent to the year for which the candidate is being reviewed. This may result in receiving notice of a reappointment decision in the terminal year of a candidate's employment term, *e.g.*, a candidate could be notified that he/she will not be reappointed (with tenure) in as late as December of the candidate's final year of employment.

4. The procedures and timelines provided in this section are subject to and shall be consistent with *N.J.S.A.* 18A:60-6, *et seq.* (the "Tenure Law") and the terms and conditions of any applicable binding agreement between the State of New Jersey and the Council of New Jersey State College Locals (the "*Agreement*"). To the extent that any provision of Section IV.F. of The Application Process for Reappointment and Tenure is inconsistent with the Tenure Law, the Tenure Law shall prevail. To the extent that any provision of Section IV.F. of The Application Process for Reappointment and Tenure is inconsistent with the *Agreement* then in effect, that the *Agreement* shall prevail.

5. A candidate following the modified reappointment process shall be held to the same standards of reappointment as any similarly situated candidate following the ordinary (non-modified) reappointment process.

6. For the academic years in which the qualifying life event occurs and the candidate is placed on the modified reappointment process and in subsequent academic years subject to the reappointment process, the process for a candidate opting to be considered pursuant to the modified reappointment timeline shall be as follows:

The table below summarizes the ordinary reappointment timeline as well as the timeline for faculty with a qualifying life event.

Year	Actions	Ordinary Timeline	QLE Modified Timeline
1	Candidate submits materials for review	a.y. 1 – May 15	a.y. 2 – Sep 15
	Conversation between candidate and PRC	a.y. 1 – May 25	a.y. 2 – Oct 1
	Candidate has right to respond to PRC letter	a.y. 1 – May 29	a.y. 2 – Oct 8
	Dean reviews PRC letter and candidate's materials	a.y. 1 – June 15	a.y. 2 – Oct 16
2	Candidate applies for reappointment to the **fourth year**	a.y. 2 – March 20	a.y. 3 – Sep 15
	Conversation between candidate and the PRC	a.y. 2 – April 3	a.y. 3 – Oct 1
	Candidate has right to respond to PRC letter	a.y. 2 – April 10	a.y. 3 – Oct 8
	Dean reviews complete dossier	a.y. 2 – May 1	a.y. 3 – Oct 20
	Candidate has right to respond to Dean	a.y. 2 – May 8	a.y. 3 – Oct 27

	Provost reviews complete dossier and makes recommendation	a.y. 2 – June 11	a.y. 3 – Nov 14
	Candidate has right to respond to Provost	a.y. 2 – June 18	a.y. 3 – Nov 21
	President reviews dossier and makes recommendation	a.y. 2 – June 30	a.y. 3 – Dec 1
	Action is taken by Board of Trustees to reappoint to the **fourth year**	a.y. 2 – July 30	a.y. 3 – Next available Board Meeting
3	The candidate applies for reappointment to the **fifth and sixth year**	a.y. 3 – March 20	a.y. 4 – Sep 15
	Conversation between candidate and the PRC	a.y. 3 – April 3	a.y. 4 – Oct 1
	Candidate has right to respond to PRC	a.y. 3 – April 10	a.y. 4 – Oct 8
	Dean reviews dossier	a.y. 3 – May 1	a.y. 4 – Oct 20
	Candidate has right to respond to Dean	a.y. 3 – May 8	a.y. 4 – Oct 27
	Provost reviews complete dossier and makes recommendation	a.y. 3 – June 11	a.y. 4 – Nov 15
	Candidate has right to respond to Provost	a.y. 3 – June 18	a.y. 4 – Nov 21
	President reviews dossier and makes recommendation	a.y. 3 – June 30	a.y. 4 – Dec 1
	Action is taken by Board of Trustees to reappoint to the **fifth or** to the **fifth and sixth years**	a.y. 3 – July 30	a.y. 4 – Next available Board Meeting
4	Candidate submits materials for review Note: If in Year 3, the candidate was reappointed to Year 5 only, he or she applies for reappointment to Year 6 and follows the same process and timeline of Year 3.	a.y. 4 – May 15	a.y. 5 – Sep 15
	Candidate meets with PRC	a.y. 4 – May 25	a.y. 5 – Oct 1
	Candidate has right to respond to PRC	a.y. 4 – May 29	a.y. 5 – Oct 8
	Dean reviews PRC letter	a.y. 4 – June 15	a.y. 5 – Oct 16
5	Candidate applies for reappointment to the **seventh year with tenure**	a.y. 5 – March 20	a.y. 6 – Sep 15
	Conversation between candidate and PRC	a.y. 5 – April 3	a.y. 6 – Oct 1
	Candidate has right to respond to PRC	a.y. 5 – April 10	a.y. 6 – Oct 8
	Dean reviews complete dossier	a.y. 5 – May 1	a.y. 6 – Oct 20
	Candidate has right to respond to Dean	a.y. 5 – May 8	a.y. 6 – Oct 27
	(IF APPLICABLE) CPTC reviews complete dossier and prepares recommendation	a.y. 5 – May 14	a.y. 6 – Oct 30
	(IF APPLICABLE) CPTC completes appeal hearings	a.y. 5 – May 21	a.y. 6 – Nov 3
	Provost reviews complete dossier and makes recommendation	a.y. 5 – June 11	a.y. 6 – Nov 14
	Candidate has right to respond to Provost	a.y. 5 – June 18	a.y. 6 – Nov 21
	President reviews dossier and makes recommendation	a.y. 5 – June 30	a.y. 6 – Dec 1
	Action taken by Board of Trustees to reappoint to the seventh year with tenure	a.y. 5 – July 30	a.y. 6 – Next available Board Meeting

PART THREE – 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, or units of the library) have the major responsibility for establishing guidelines for promotion, particularly for scholarship, and for making initial promotion recommendations. The applications and departmental recommendations are then further considered first by a Dean and by the College Promotions and Tenure Committee (CPTC). The Provost and the President receive the recommendations of the department, the Dean, and the CPTC, and conduct their own independent review of the applications and recommendations.

II. ELIGIBILITY FOR PROMOTION

A. Minimum Eligibility – Faculty

All faculty, including those not yet tenured, who would meet the minimum requirements at the time the promotion would take effect are eligible to apply for promotion. The minimum qualifications by rank are:

1. Associate Professor

   An earned doctorate or other appropriate terminal degree[10] from an accredited institution in an appropriate field of study and five (5) years of professional experience.[11]

   Note that all full-time tenure-track faculty who commenced their employment with the College on or after August 1, 2015, and who hold the rank of Assistant Professor at the time of application for reappointment to a seventh year with tenure are required to simultaneously apply for promotion to Associate Professor pursuant to Part Two (Application Process for Reappointment and Tenure). Full-time tenure-track faculty who commenced their employment with the College on or after July 16, 2014 and prior to August 1, 2015, and who hold the rank of Assistant Professor at the time of application for reappointment to a seventh year with tenure may apply for promotion to Associate Professor under the process set forth in this Part Three (Application Process for Promotion) or under Part Two (Application Process for Reappointment and Tenure).

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[10] If a candidate presents qualifications in terms of education and experience that his or her department and 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.

[11] 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.

Nothing herein shall prohibit an Assistant Professor from applying for promotion to Associate Professor prior to obtaining tenure.

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.

B. Minimum Eligibility – Librarians[12]

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 from a program accredited by the American Library Association (ALA) or from a country with a formal accreditation process as identified by the ALA; the program must have been accredited at the time of degree conferral. ~~A Master's degree or its equivalent from an ALA-accredited program in library or information studies and three~~ 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.

   Note that all full-time tenure-track librarians who commenced their employment with the College on or after August 1, 2015, and who hold the rank of Librarian III at the time of application for reappointment to a seventh year with tenure are required to simultaneously apply for promotion to Librarian II pursuant to Part Two (Application Process for Reappointment and Tenure). ~~Full-time tenure-track librarians who commenced their employment with the College on or after July 16, 2014 and prior to August 1, 2015, and who hold the rank of Librarian III at the time of application for reappointment to a seventh year with tenure may apply for promotion to Librarian II under the process set forth in this Part Three (Application Process for Promotion) or under Part Two (Application Process for Reappointment and Tenure).~~ Nothing herein shall prohibit a Librarian III from applying for promotion to Librarian II prior to obtaining tenure.

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

   A Master's degree from a program accredited by the American Library Association (ALA) or from a country with a formal accreditation process as identified by the ALA; the program must have been accredited at the time of degree conferral. ~~A Master's degree or its equivalent from an ALA-accredited program in library or information studies and five~~ 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.

   Librarians who hold the rank of Librarian II at the time of application for reappointment to a seventh year with tenure may choose to simultaneously apply for promotion to Librarian I, but the

[12] 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.

decision for tenure and promotion remain separate.

3. Assistant Director in the Library (concurrent rank is Professor in the library)

A Master's degree from a program accredited by the American Library Association (ALA) or from a country with a formal accreditation process as identified by the ALA; the program must have been accredited at the time of degree conferral. Ten (10) years professional library experience, at least two of which must have been at the rank of Librarian I (Associate Professor in the Library) at TCNJ. Note that candidates applying for Assistant Director in the Library who do not have a second masters, doctoral degree, or ABD status, have already met the substitute degree requirements by having ten (10) years of professional experience at the time of application to Librarian I.

III. GENERAL BASES FOR PROMOTION

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. It is the responsibility of the department/program's 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.

In the case of candidates with joint appointments or candidates who self-identify their scholarly/creative/ professional activity as interdisciplinary, using elements of *Disciplinary Standards* from more than one department or program may be appropriate. The decision to use elements of more than one set of *Disciplinary Standards* must be approved by the PRC and the Dean of the School housing the candidate's home department. Interdisciplinary scholars seeking tenure and promotion must choose aspects of multiple *Disciplinary Standards* by submission of the paperwork for the third year review and candidates for promotion to Professor must do so at least 1 year prior to the date for intent to apply 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.[13]

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

A. Bases for Promotion for 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 to students, 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

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.[14]

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.

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

[14] The occasional course might be evaluated at less than high level, for example when a new course is being developed. This should be explained in the application.

2. Scholarly/Creative/Professional Activity

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.

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 necessitates 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, leadership,[15] and investment of time in the

[15] 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

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). Successful service records reflect consistent service and leadership at the department level and/or consistent service and leadership campus wide. The following composite examples based on the applications of successful candidates for promotion to professor are only a guide to help illustrate types of consistent service and leadership at the department and college-wide level. They include some significant examples of service in support of promotion but should not be read as a comprehensive list of requirements.

Associate Professor	**Professor**
Participating actively in a committee or task force at the department/program, school, and/or college-wide level.	Chairing a committee or task force at the department/program, school, and/or college-wide level.
Creating a new course for department/program curricula.	Creating or significantly revising department/program curricula.
Participating in appropriate professional organizations.	Holding office in appropriate professional organizations.
Advising student organizations or clubs.	Serving as a chair or coordinator of a department or program, or a director of a center.
Serving as a reviewer or discussant for conferences, journals, and grants.	Ongoing service as a reviewer, discussant, or editor for conferences, journals, and grants; organizing symposia or conferences.
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 and/or advisory boards.
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.
	Contributing to the FSP, the Honors Program, interdisciplinary courses offerings, and the College’s Signature Experiences.

results, attain goals, realize vision, and guide others by modeling more quickly and at a higher level of quality than do ineffective leaders.

B. Bases for Promotion for 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*

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.

Promotion to Assistant Director in the Library requires evidence that the candidate has reached a consistent level of excellence in librarianship and serves as a leader in the library. (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 library.)

2. Scholarly/Creative/Professional Activity

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 Part Five, Section VII).

Promotion to Librarian I and Assistant Director in the Library requires continued achievement since attaining the previous 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 for Promotion to Librarian I. External review is required for promotion to Assistant Director in the Library (see Part Five, Section VII).
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.~~

Librarian II	Librarian I	Assistant Director in the Library
Publishing in peer-reviewed venues.	Continuing publications 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.	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.
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.	Completing additional academic degrees. Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.
Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/professional work at least at the local or state level.	Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/professional work at the regional or national level.	Taking a leadership role in consulting activities or other professional practice, demonstrating work at the regional, national, and/or international level.

3. *Service*

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, is also expected.

Promotion to Assistant Director in the Library requires consistent investment of time 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 the library profession through active participation

in professional and scholarly organizations. Successful service records reflect consistent service and leadership at the department level and/or consistent service and leadership campus wide. 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.

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.~~

Librarian II	**Librarian I**	**Assistant Director in the library**
Maintaining active membership in library committees, or task forces.	Maintaining active membership in library or College committees, or task forces.	Chairing a committee or task force at the library and/or college-wide level.
Actively participating in student programs.	Creating or significantly revising departmental programs/services.	Serving in a leadership role in 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.	Holding office in appropriate professional organizations.

Actively participating in appropriate professional organizations and associations.	Assuming leadership roles in professional organization and association committees, task forces, etc.	Holding office in charitable, civic, and cultural organizations related to the candidate's professional expertise.
	Actively participating in charitable, civic, and cultural organizations related to the candidate's professional expertise.	Consulting in a leadership role for educational organizations, government, business, or industry; serving on governing and/or advisory boards.
	Acting as a resource person for educational organizations, government, business, or industry.	Serving as a chair or coordinator of a department or program, or a director of a center.
	Advising student organizations or clubs.	

IV. 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. Interdisciplinary scholars seeking tenure and promotion must choose aspects of multiple *Disciplinary Standards* by submission of the paperwork for the third year review and candidates for promotion to Professor must do so at least one year prior to the date for intent to apply for promotion. Candidates who wish to self-identify as interdisciplinary, and to have the option to use elements of more than one set of *Disciplinary Standards*, submit the Intention to Use Multiple Disciplinary Standards (see Part Five, Section II), declaring their intention and identifying the disciplines that are relevant to the evaluation of their work. The form is signed by the candidate, the chair of the PRC, and the Dean of the candidate's home department/program. This initiates the collaborative process of determining the specific elements of the multiple *Disciplinary Standards* that will be used in evaluation of the candidate's activities, and informs decisions regarding the selection of outside members of the PRC and external reviewers, where appropriate. The final collaboratively-determined set of *Disciplinary Standards* and a descriptive cover letter written by the candidate in collaboration with the PRC and Dean, are submitted along with the complete application on September 15.

3. Arranges for peer review 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 Part Three, Section IV.B.

4. By August 25, complete and submit notice of intent to file for promotion (http://academicaffairs.pages.tcnj.edu/faculty/promotions-reappointment/).

5. By September 15th, presents and explains a clear, complete, 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 Part Five, Section I). The candidate needs to establish the exemplary nature of his or her record of achievement, and to identify how his or her accomplishments meet specific expectations as described in the *Disciplinary Standards*. The candidate completes the Checklist to indicate that the major components of the *Standard Application for Reappointment and Promotion* are included in the dossier. Applications that are missing any required section noted in the Checklist, or that do not adhere to the timeline established herein, will not be considered by both the PRC and the College Promotion and Tenure Committee (CPTC). Applications that are missing elements within sections will be evaluated by the CPTC, although such omissions are likely to lower the candidate's likelihood of promotion. Nonetheless, the CPTC will use its discretion in evaluating such applications, and will consider any omissions in light of the application as a whole. 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 CPTC to amplify and explain documentation submitted with the application. If the candidate is re-applying for promotion, the candidate must include the report of the prior CPTC(s) and explain how the applicant has addressed whatever shortcomings were identified by the earlier CPTC(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. Responds to any written recommendations according to the procedures and timeline described in Section V. Procedures for Applying for Promotion.

B. The Department Promotion and Reappointment Committee (PRC)

1. 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* of the department(s) or program(s), 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 promotion processes.

2. Works with the candidate to ensure that the candidate has had at least two peer reviews of teaching during the three years prior to applying for promotion. (Note: According to the guidelines set forth in Part Four, Section III, these reviews 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.)

3. Evaluates each applicant in terms of the Bases and Standards for Promotion and the relevant *Disciplinary Standards*, with a careful, thorough, and thoughtful analysis that considers the candidate's strengths and weaknesses. Recommends for promotion only those candidates who clearly warrant such promotion. Completes the Checklist (see Part Five, Section I) acknowledging that all major parts of the *Standard Application for Reappointment and Promotion* are present in the candidate's dossier.

4. Completes the Department/Program Recommendation for Promotion (see Part Five, Section V) indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Promotion and how the candidate's scholarship/creative/professional activity meets specific expectations described in the *Disciplinary Standards*. Only one recommendation will be forwarded for each candidate. All members of a PRC typically will 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. A PRC member may refuse to sign the recommendation only in the event that the member believes the recommendation does not accurately reflect the decision of the PRC or that there exists a violation of the process set forth in this document.[16] Candidates are to be informed in writing of the PRC's decision by October 16.

5. 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.

6. Limits discussion to the candidate's application, supportive documents and evaluation materials as they apply to the Bases and Standards for Promotion found in this document. PRC members do not serve as advocates for any candidate.

7. 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.

8. 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. Adherence to this deadline is essential. If a PRC does not meet the deadline, it may forego the opportunity to influence the decision.

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

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

Standards for Promotion and how the candidate's scholarship/creative/professional activity meets the expectations described in the *Disciplinary Standards*. Completes the Checklist acknowledging that all major parts of the *Standard Application for Reappointment and Promotion* are present in the candidate's dossier.

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 CPTC.

4. Conveys all promotion materials to the CPTC. Adherence to this deadline is essential. If a dean does not meet the deadline, he/she may forego the opportunity to influence the decision.

D. The College Promotions and Tenure Committee (CPTC)

The CPTC evaluates each applicant in terms of the Bases and Standards for Evaluation (see Part One) and the relevant *Disciplinary Standards* and recommends promotion only for those candidates who clearly warrant such promotion. In its evaluation of candidates, the CPTC:

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 CPTCs in the last three (3) years.

3. Restricts its discussions of candidates to the Bases and Standards for Promotion found in this document (see Part One) and the relevant *Disciplinary Standards*, referring to the application materials, the PRC's and Dean's recommendations, and the candidate's response(s) only. None of its members acts as an advocate of a discipline, department, program, or school. Members should avoid any conversations about candidates outside of CPTC meetings.

4. Provides candidates and/or their representatives an opportunity to appear before the CPTC to amplify and explain the documentation submitted with the application. A request to appear before the CPTC 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 CPTC'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 CPTC's evaluation of a subsequent application for promotion.

6. Allows the candidate to examine the CPTC'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 CPTC's recommendation to submit an appeal. Information on the dates and procedures for making an appeal is included in the CPTC's letter of notification to the candidate.

Compelling evidence must be submitted in order to warrant a change in the CPTC's recommendation. After hearing a presentation by the candidate, the CPTC 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 CPTC 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. The CPTC's final recommendations shall be made known to all applicants within two (2) working days after submission to the President. Adherence to this deadline is essential. If a CPTC does not meet the deadline, it may forego the opportunity to influence the decision.

E. The Provost

1. Serves *ex officio* as a non-voting member of the CPTC and must be present for all evaluation meetings and for the hearing of appeals by the CPTC.

2. Prepares a written statement indicating concurrence or areas of non-concurrence with the CPTC's recommendations once appeals to the CPTC have been completed and the CPTC'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 and Standards for Promotion.

3. Transmits the Provost's report to the candidate, by February 3, for review and response. Should the Provost make a recommendation contrary to that made by the CPTC, 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 CPTC, the President may choose to meet with the CPTC concerning its recommendations.

2. Should the President make a recommendation inconsistent with that of the CPTC and/or Provost, s/he provides the CPTC and the candidate with the reasons for that action.

3. A candidate who has been recommended by the CPTC 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.

V. PROCEDURES FOR APPLYING FOR PROMOTION

A. Timeline

NOTE: If the specified date is a non-work day, the deadline will be moved forward to the next work day. In addition, all dates set forth in this section may be subject to adjustment as follows:

1. All dates may be subject to adjustment by up to, but not exceeding, three days in the event the dates conflict with Spring Commencement or the Memorial Day Holiday. In the event any date shall be adjusted for this reason, the Provost shall provide notice to the academic community by September 1 of the academic year in which such adjustment(s) shall be made.
2. All dates may be subject to adjustment in the event of a campus closure due to inclement weather or other emergency during the promotion or reappointment process. The adjustment shall be equal to the number of days of the campus closure. In the event any dates shall be adjusted for this reason, the Provost shall provide notice to the academic community as soon as practicable.

During the first year of a candidate's full-time tenure-track 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) in writing for the purpose of reviewing the *Disciplinary Standards,* determining whether *Disciplinary Standards* from other departments or programs should also be consulted, and ensuring that a member of the PRC has adequate time to observe 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, if applicable. *Note: candidates seeking promotion to Associate Professor or Librarian I/II may, under special circumstances, request external review, but they are not required to do so (see Part One.I.B)*. Candidates who self-identify as interdisciplinary must submit the Intention to Use Multiple Disciplinary Standards (see Part Five, Section II) if they are able to opt to use elements of multiple *Disciplinary Standards*. Please note: interdisciplinary scholars seeking tenure and promotion must choose aspects of multiple *Disciplinary Standards* by submission of the paperwork for the third year review and candidates for promotion to Professor must do so at least 1 year prior to the date for intent to apply for promotion.
1st Monday after Spring Break	Candidates create a list of at least 3 potential external reviewers and the PRC develops a list of at least 3 potential external reviews. These lists are shared to create a composite list. This list should contain the names, titles, affiliations, and qualifications of the reviewers, and describe the relationship between the candidate and each potential reviewer to provide evidence that the reviewer does not have a conflict of interest.

	Candidates and PRCs will collaborate to produce a final list, asking the Dean if necessary to resolve any disputes concerning the composite list. (see Appendix IV)
April 1	The prospective list of external reviewers emerging from the PRC and candidate collaboration is sent to the Dean. The Dean reviews the list, raises any concerns with the PRC and candidate, who in turn collaborate to address these concerns (see Appendix IV).
April 15	The list of 6 to 12 potential reviewers is finalized, and this unranked reviewer list becomes part of the candidate's application materials. PRC then ranks the reviewers list, and PRC chair writes to external reviewers (see Appendix IV).
June 1	Materials sent to the reviewers.
August 15	External reviewer report due to PRC. PRC chair removes name and other identifying information and provides redacted copy of reviews to candidate (see Appendix IV).
August 25	Complete and submit notice of intent to file for promotion (http://academicaffairs.pages.tcnj.edu/faculty/promotions-reappointment/). Certification of eligibility for promotion is 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 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 *(or 14 days after receiving external review, whichever is later)*	The candidate may respond to the external review in writing and/or May decide to have the identity of one or both of the reviewers revealed to all evaluators, namely, the PRC, Dean, CPTC, and Provost (see Appendix IV).
September 15	The candidate submits application and supporting materials to the PRC, including: a. Certification of credentials and service. b. Copy of Items A-F of the *Standard Application for Reappointment and Promotion* (see Part Five, Section I). c. Copies of External Review reports, if applicable. The following items are added to the candidate's dossier at the appropriate stage: d. PRC's recommendation and candidate's written response if applicable (added by PRC). e. Dean's recommendation and candidate's written response if applicable (added by Dean).

	The candidate should submit supporting documents (see *Standard Application for Reappointment, 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.
Between September 15 and October 7	At either the request of the candidate or PRC, the candidate shall meet with the PRC to amplify and/or explain the documentation.
October 16	Each candidate is informed in writing of the decision of the PRC. 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 and Tenure Committee (CPTC) 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 CPTC 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 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 CPTC.
December 7	Dean conveys all promotion materials to the CPTC.
2nd Monday in December	Each candidate and/or representative shall have the opportunity to appear before the CPTC to amplify and explain the documentation submitted with the application. A request to appear before the CPTC 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 CPTC by January 17. For non-recommended candidates this letter includes explanation of the CPTC's decision.
January 22	Candidates have five (5) days after receipt of the CPTC's recommendation to submit an appeal.
January 27	The CPTC 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 CPTC's letter of notification to the candidate. Compelling evidence must be submitted in order to warrant a change in the CPTC's recommendation.

February 1	A list of candidates recommended for promotion is forwarded from the CPTC to the President.
February 3	The Provost transmits to the candidate a written statement of concurrence or non-concurrence with the CPTC. Should the Provost, following the conclusion of the CPTC appeals process, make a negative promotion recommendation contrary to that made by the CPTC, 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 CPTC, 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 CPTC and/or the Provost. Should the President make a negative promotion recommendation contrary to that made by the CPTC and/or the Provost, the candidate may request a meeting with the President to discuss the reasons for non-concurrence. 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.
Prior to next BOT meeting	President transmits recommendations for Promotion to the Board of Trustees
Within 30 days after BOT meeting	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 CPTC, 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 within twenty-one (21) days from the date on which such claimed violation took place or twenty-one (21) 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 twenty-one day period, the matter may not be raised in any later grievance contesting the validity of the CPTC's recommendation or any action based thereon (State-Union Agreement, Article VII, F.5).

Within seven (7) calendar days of the final recommendation of the CPTC 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 promotion 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, Article XIV, G).

VI. SUMMARY CHART OF RESPONSIBILITIES AND DEADLINES

AGENT	DUE DATES	THE PROMOTION PROCESS (items in boldface are required)
Candidate	**2/15** (preceding the application)	**Notify department/program of intention to apply for promotion in writing.** Indicate if external reviews are requested, if applicable (see Appendix IV) Submit the Intention to Use Multiple Disciplinary Standards (see Part Five, Section II), if appropriate.
	1st Monday after Spring break	**Candidates create a list of at least 3 potential external reviewers**, and share these with PRC. Receive list of at least 3 potential external reviewers from PRC. Begin collaboration to produce a final list (see Appendix IV)
	4/1	The prospective list of external reviewers emerging from the PRC and candidate collaboration is sent to the Dean (see Appendix IV)
	4/15	The list of 6 to 12 potential reviewers is finalized, and this unranked reviewer list becomes part of the candidate's application materials (see Appendix IV)
	6/1	**Candidate materials are sent to the reviewers** (see Appendix IV)
	8/25	**Sign form of intent to apply for promotion.**
	9/15	**Submit application to PRC.** *By Sept 15 or 14 days after receiving external review, whichever is later:* **The candidate may respond to the external review** in writing and/or **may decide to have the identity of one or both of the reviewers revealed** to all evaluators, namely, the PRC, Dean, CPTC, and Provost (see Appendix IV)
	10/30	**Respond to PRC recommendation** (non-recommended candidates may notify chair of CPTC of intention to continue the application).
	within 3 days	May request meeting with Dean to discuss Dean's decision within 3 working days of receiving the recommendation.
	within 3 days	May submit written response to Dean's final recommendation within 3 working days of receiving the final recommendation.
	2nd Mon. in Dec.	May request to appear before CPTC in writing on or before the 2nd Monday in December to amplify/explain materials submitted.
	within 5 days	May submit an appeal to CPTC within 5 days of receiving its recommendation.
	within 2 days	May request a meeting with the Provost within 2 working days of receiving the Provost's recommendation.
	within 2 days	May submit written response to Provost's final recommendation within 2 working days of receiving the final recommendation.
	within 2 days	May request a meeting with the President within 2 working days of receiving the President's recommendation.
	within 7 days	May file a grievance through the Union within 7 calendar days of final recommendation of the CPTC to the President.

PRC	**2/1** (preceding the application)	**Departments/Programs that elect a PRC must do so.**
	1st Monday after Spring break	**PRC creates a list of at least 3 potential external reviewers**, and share these with candidate. Receive list of at least 3 potential external reviewers from candidate. Begin collaboration to produce a final list (see Appendix IV)
	4/1	The prospective list of external reviewers emerging from the PRC and candidate collaboration is sent to the Dean (see Appendix IV)
	4/15	The list of 6 to 12 potential reviewers is finalized, and the unranked reviewers list becomes part of the candidate's application materials. **PRC ranks the reviewers list, and the PRC chair writes to external reviewers** (see Appendix IV)
	6/1	**PRC chair sends candidate materials to the reviewers** (see Appendix IV)
	End of spring semester at latest	**At least one PRC member observes candidate's teaching.**
	8/15	External reviewer reports due to PRC. PRC chair removes name and other identifying information and provides redacted copy of external reviews to candidate (see Appendix IV)
	9/15	**If** candidate opts to have the identity of one or both of the reviewers revealed to all evaluators (namely, the PRC, Dean, CPTC, and Provost). **PRC Chairs** may share un-redacted letters with the evaluators **manually**. The identity of the reviewers should not become part of the application
	10/16	**Notify the candidate of recommendation in writing.**
	11/3	**Forward recommendation and application materials to Dean.**
	9/1	**File with Academic Affairs the names of all PRC members and chairs under the Dean's jurisdiction.**
Dean	**4/1**	Receive prospective list of external reviewers emerging from the PRC and candidate collaboration.
	4/15	**Finalize list of 6-12 potential reviewers;** this unranked list becomes part of the candidate's application materials
	11/3	Receive recommendation and application materials from the PRC
	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.
	12/7	**Conveys all promotion materials to the CPTC.**

CPTC	**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**.
Provost		**Attend (*ex officio* without vote) all CPTC deliberations and appeal hearings**
	2/3	**Transmit report of concurrence or non-concurrence with CPTC to the candidate**.
	within 2 days	Meet with candidate to discuss recommendation within 2 working days of receiving the request.
	within 2 days	Notify candidate of final recommendation in writing within 2 working days of the meeting with the candidate.
	2/15	**Send final report and candidate's response (if any) to the President.**
	Within 2 days of receiving final report	May meet with CPTC concerning its recommendations
President	within 2 days	**Inform candidate of the President's recommendation**.
	Prior to next BOT meeting	**Make recommendations to the Board of Trustees and inform candidate of the President's recommendation.**
	Within 30 days after BOT meeting	**Notify candidate of the Board's decision in writing.**

PART FOUR – COMMITTEE COMPOSITIONS AND REVIEW PROCESSES

I. DEPARTMENT PROMOTION AND REAPPOINTMENT COMMITTEE (PRC)[17]

A. Membership/Eligibility

1. Minimum Number

   A department or program 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 PRC.

2. Eligibility of Members

   PRC members must be tenured or approved for tenure 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 recuse themselves from all promotion discussions.

3. Outside Members

   A department/program with insufficient tenured or approved for tenure members available to serve on its PRC 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 PRC 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 PRC to the required minimum.

   A candidate whose appointment is in a single department or program but who self-identifies the scholarly/creative/professional activity as interdisciplinary may request representation on the PRC by member(s) of other relevant departments or programs. The number of outside members will be based on the size of the PRC, and should not exceed 1/3 of the total PRC membership. The outside member(s) would serve on the PRC only for the evaluation of that candidate. The addition of outside member(s) will be jointly determined by the PRC and the candidate in consultation with the Dean of the candidate's home department/program.

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 and Tenure Committee (CPTC) should recuse themselves from the promotion process within their own departments/programs.

[17] 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 or approved for tenure faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured or approved tenure 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/approved for tenure 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/approved for tenure faculty in both departments or programs, then the fifth member of the PRC must be drawn from whichever department or program has a tenured/approved for tenure faculty member who is able to serve on the PRC. If neither department or program has a sufficient number of tenured/approved for tenure 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/approved for tenure 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 recuse themselves from all promotion discussions. In the event that a member must recuse himself/herself, then a replacement PRC member must be added to the PRC in accordance with the procedures outlined in the previous two paragraphs.

B. Selection of Committee Members

1. The department may, by simple majority vote of tenured and tenure-track members, designate PRC 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. Tenured and tenure-track members are eligible to participate in these 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.

II. COLLEGE PROMOTIONS AND TENURE COMMITTEE (CPTC)

A. Membership/Eligibility

1. No candidate for promotion can be a member of the College Promotions and Tenure Committee (CPTC).

2. Members must be tenured faculty and librarians who have reached the rank of Associate Professor, Professor, Librarians II, or I. When possible, seven (7) of the members should have the rank of Professor.

3. Faculty or librarians serving on a PRC who also serve on the CPTC should recuse themselves from the promotion and tenure process within their own departments/programs.

4. Membership by school/disciplinary category:

    a. When possible, the CPTC is composed of twelve (12) faculty members and librarians drawn from a cross-section of disciplines in all schools and different departments within schools, at least seven (7) of whom shall be Professors. Thus, an ideally composed CPTC might look as follows:

        Three (3) from the School of Humanities and Social Sciences, each from different departments/programs[18]
        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 CPTC 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 CPTC 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 CPTC should be maintained such that six (6) members are drawn from different departments or programs in the arts and sciences (i.e., Humanities and Social Sciences, Science, and the Arts and Communication, and six (6) members be 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

[18] If possible, at least one (1) of the three (3) representatives from the School of Humanities and Social Sciences should be from a social science department or program, and at least one (1) should be from a department or program in the humanities.

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 and Tenure Committee Election Committee

   The CPTC Election Committee consists of appointed representatives from the Union and from the College administration. This committee's role is to fill vacancies on the College Promotions and Tenure 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 and Tenure Committee is to be made on or before the **last Monday in February**. All nominations should be submitted to the College Promotions and Tenure Committee Election Committee in care of the Office of Academic Affairs by 4:30 p.m. on the **first Monday in March**.[19]

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 ballots electronically by 4:30 p.m. on the **second Monday in March.**

4. Conduct of Elections

   a. Voting is to be completed by the third **Monday in March**.

   b. The results of the electronic balloting are reviewed and verified by the College Promotions and Tenure 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 electronically to faculty by 4:30 p.m. on the **fourth Monday in March,** which must be submitted electronically 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 and Tenure Committee Election Committee announces election results by the **second Monday in April**.

[19] In the event the call for nominations must be extended due to a lack of nominees or any other reason, all dates in this section may be modified at the discretion of the CPTC Election Committee.

D. Operating Procedures

1. CPTC membership begins on September 1 of each academic year.

2. The chairperson of the previous year (even if his/her term on the CPTC has expired), calls the first meeting of the CPTC no later than September 15 of the following year for the purposes of electing a new chair who will then represent the CPTC 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 CPTC to affirmative action issues as they relate to the promotion process. The College's diversity and equity designee may be asked, or may choose, to sit *ex officio* (without a vote) with the CPTC during its discussion and review of candidates. All results of CPTC deliberations should be submitted to the Vice-President for Human Resources for ongoing monitoring of trends concerning equity issues.

4. The chairperson of the CPTC must be a faculty member or librarian and is elected by a majority of the current CPTC members at the first meeting of the academic year.

5. All CPTC 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 CPTC.

3. After thorough discussion of each candidate, CPTC 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 CPTC 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 CPTC, after hearing the relevant information from the candidate filing the appeal, the CPTC shall thoroughly discuss the merits of the appeal. Discussion may be terminated by a majority vote of the CPTC. After discussion is closed, CPTC members will vote to "reaffirm" the CPTC's decision to deny promotion or vote to "overturn" the CPTC'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 and Tenure Committee at any time, the promotion process will continue according to the following guidelines:

Number of CPTC 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 CPTC Decision on Appeal
12	8	7	8
11	8	7	8
10	7	6	7
9	7	6	7

III. PEER REVIEW OF TEACHING

A. Introduction

Peer feedback on teaching serves two purposes. Its primary purpose is 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 to inform 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 Standardized Curriculum Vita section of the *Standard Application for Reappointment and Promotion*.

The Department/Program Promotion and Reappointment Committee (PRC), the Dean, the College Promotions Committee (CPTC), 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 Standardized Curriculum Vita section of the *Standard Application for Reappointment and Promotion*) on the feedback provided by the peer observers demonstrates the candidate's ability and willingness to grow as a teacher.

B. Frequency of Peer Reviews

So that faculty members seeking reappointment and promotion have regular feedback for professional development and so that the PRC, Dean, CPTC, 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.

1. 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.

2. 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 distributed over the three full academic years prior to the application date 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.

C. Reviewer and Course Selection

To ensure that feedback is most constructive for the candidate, as well as the PRC, Dean, CPTC, 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 IV.B.2 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 Section III 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 I.A of *The Application Process for Promotion*.

D. 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 12 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.

1. Responsibilities of the Candidate/Department/Program

1. Peer observations for candidates seeking reappointment must be scheduled twice each year.
2. Candidates seeking promotion must ensure that they have completed at least two teaching observations distributed over the three full academic years prior to the application date for promotion.
3. Additional observations may be scheduled at the candidate's request.
4. 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).
5. By the third week of the semester, an agreement among the PRC, the observee, and appropriate peer observer regarding the observation will be finalized.
6. The observer and observee will agree upon a date for and duration of the classroom observation which should occur by week 12 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. a date for the pre-observation meeting, which should occur during the week prior to the observation, and
    b. a date for the post-observation conference, which should occur within a week after the class observation.

2. 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.

3. 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.

1. Syllabus of the course to be observed
2. A summary of the class session to be observed, including
    i. Content (summary of the class)
    ii. 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
    iii. 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:

1. State the expectations for student learning from this session.
2. Describe the activities that will allow students to meet the session's expectations.
3. Specify what the students have been asked to do to prepare for this session.
4. 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**
   a. Course syllabus provides students with needed information, and learning goals are clear
   b. Assignments and workload are consistent with course level and department expectations, and the nature of the assessments is appropriate
   c. Course activities are reasonable strategies to meet learning goals
2. **Organization of Observed Class**
   a. Instructor is prepared for class
   b. Instructor uses class time effectively
   c. Instructor states the objectives for the class
3. **Content Knowledge**
   a. Instructor is knowledgeable about the subject matter
   b. Instructor provides appropriate content detail
   c. Instruction is aimed at an appropriate level
   d. Instructor communicates the reasoning process behind concepts
4. **Clarity**
   a. Instructor explains subject matter clearly (e.g., uses examples, relates course material to practical situations)
   b. Instructor responds effectively to questions
   c. Instructor actively monitors student comprehension
5. **Instructional Strategies**
   a. Instructor uses reasonable techniques in support of learning goals (e.g., raises stimulating questions, effectively moderates discussion, facilitates group work, uses multimedia effectively)
   b. Learning activities are well-organized
6. **Presentation Skills**
   a. Instructor is an effective speaker
   b. Instructor uses supplements effectively to support presentation (e.g., board work, handouts, multimedia)
   c. Instructor projects enthusiasm for the subject matter
7. **Rapport with Students**
   a. Instructor interacts with students effectively
   b. Instructor engages students in the learning process
   c. Instructor welcomes multiple perspectives, where appropriate

IV. EXTERNAL REVIEW OF SCHOLARLY/CREATIVE/PROFESSIONAL ACTIVITY FOR PROMOTION TO THE RANK OF PROFESSOR OR ASSISTANT DIRECTOR IN THE LIBRARY[20]

Effective as of Fall 2011 for applications for promotion to Professor

Background

External review of scholarly/creative/professional activity provides the Department Promotion and Reappointment Committee (PRC), deans, College Promotion Committee (CPTC), and Provost with a viewpoint on the candidate's scholarly/creative/professional activity provided by an expert in the candidate's field. 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. External reviewers are uniquely qualified to describe how the candidate has made scholarly/creative/ professional contributions and evaluate how the candidate's scholarly/creative/professional record has matured. The PRC, deans, CPTC, and Provost are expected to use the external reviews as only one piece of their evaluation of the candidate's scholarly/creative/professional activity. The letters are meant to inform, *not determine*, the promotion decision.

The integrity of the external review process is maintained by concealing the identity of the external reviewers. This enables the external reviewers to provide candid evaluations and encourages reviewers to agree to write a letter. The external reviewers' identities are always concealed from the candidate and typically concealed from all the parties evaluating the candidate (i.e., PRC, deans, CPTC, and Provost) to guard against bias and focus evaluations on the quality of the arguments in the external review. Only at the request of the candidate, the external reviewer identities may be revealed to all evaluating parties in order to provide context of the external review letter.

Process

If any of the deadline dates listed below fall on a weekend or holiday, the deadline shall be the next business day after the deadline date.

1. Selection of two appropriate external reviewers

    a. Characteristics of appropriate external reviewers

    The candidate and the PRC, with input from the Dean, will create an annotated list of qualified external reviewers (detailed below). Qualified reviewers will have a variety of different characteristics. Although this list is not exhaustive, some appropriate characteristics might include faculty who work at primarily undergraduate institutions, individuals with a distinguished record of scholarship, members of appropriate professional organizations, and individuals with appropriate professional credentials.

    Appropriate reviewers should not be in a position to benefit from the promotion of the candidate. In keeping with standard professional principles regarding conflict of interest, no reviews may be made by relatives or household members of the candidate; former thesis advisors or thesis students of the candidate; individuals with whom the candidate has collaborated within the past

[20] In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I. See Recommendation 3 of the April 10, 2009 *Report from CFA on the Use of External Review in the Promotions Process*.

four years; individuals with whom the candidate has a financial relationship; individuals for whom the candidate's spouse, parents, or dependent children work; or individuals who have employed the candidate within the past 12 months.

b. Candidate's responsibilities

By the first Monday after Spring Break of the calendar year in which the faculty member intends to apply for promotion, the candidate creates a list of at least three potential reviewers. This list should contain the names, titles, affiliations, and qualifications of the reviewers. The list should describe the relationship between the candidate and each potential reviewer to provide evidence that the reviewer does not have a conflict of interest. [21]

c. PRC responsibilities

By the first Monday after Spring Break, the PRC creates a list of at least three potential reviewers. This list should contain the names, titles, affiliations, and qualifications of the reviewers. The list should describe the relationship between the candidate and each potential reviewer to provide evidence that the reviewer does not have a conflict of interest. Reviewers may be found in various ways, for example through conversation with those on the list or with a co-author of the candidate or an appropriate journal editor.

d. Compilation of the final list

The candidate may remove any name on the PRC list if he or she provides a detailed rationale that describes why the particular reviewer could not provide an objective review of the candidate's scholarly/creative/professional activity. The final list used to select external reviewers will be produced through a collaborative process between the candidate and the PRC, although the candidate will not be involved in the ranking of the list.

Either the PRC or the candidate may ask the Dean to resolve any disputes concerning the composite list (i.e., candidate and PRC lists) of potential reviewers.

By April 1, the prospective list emerging from the PRC and candidate collaboration will be sent to the Dean. The Dean will review the list and can raise any concerns about the reviewers on the list. The PRC and candidate should collaborate to address any concerns raised by the Dean (e.g., elaborating on the reviewer's qualifications, clarifying the relationship between the reviewer and candidate, replacing a reviewer, etc.).

By April 15, the list of 6 to 12 potential reviewers should be finalized. The unranked reviewer list will become part of the candidate's application materials as part of "Appendix G – External Review Letters." Adding this list to the candidate's materials ensures that all evaluators (i.e., PRC, deans, CPTC, and Provost) have evidence that the review letters were prepared by qualified and appropriate reviewers. Some scholarly/creative/professional fields may be too small to identify six qualified and appropriate reviewers. Candidates with these circumstances can submit

[21] Candidates for promotion to Associate Professor, Librarian II, or Librarian I who are requesting use of external review under special circumstances, must write a letter to the PRC requesting to use external review in the promotion process, on or before February 15 of the calendar year in which the faculty member intends to apply for promotion. The letter should also provide a clear rationale that describes why an external review will inform the evaluation of the candidate's scholarly/creative/professional record. In these cases, the charge to the external reviewer will differ from the charge given to reviewers for promotion to the rank of Professor (see item 4 later in this document).

a list with fewer than 6 reviewers, but they should describe on the final list of external reviewers why the list is smaller than the minimum.

e. Ranking of the final list

The PRC ranks the reviewers on the list. The PRC chair contacts reviewers (below) and receives the review letters. The identity of the people who completed the reviews will not be disseminated by the PRC chair to the members of the PRC in any way. Therefore, only the PRC chair will know the identity of the external reviewers.

2. Contacting the Reviewers

As soon as the list is finalized and ranked, the PRC chair writes to two reviewers from the ranked, composite list of potential reviewers to determine whether these individuals are willing to serve as reviewers. The template for the letter to be sent to the reviewer appears later in "VI. Letter to External Reviewer for Promotion Only."

If a reviewer declines to perform the evaluation, the PRC chair will contact another reviewer from the ranked, composite list until two reviewers agree to perform the evaluation of the candidate's scholarly/creative/professional activity. If the list of reviewers is exhausted, then the candidate and the PRC will generate additional contacts (following the procedures described earlier in "1. Selection of two appropriate external reviewers"), and the Dean should be consulted for input and assistance. The newest list of external reviewers will replace the previous list in the candidate's promotion materials. The PRC chair will contact potential reviewers until two reviewers agree to conduct the evaluation or until the reviewer does not have adequate time to complete the review (a 30 day period is a manageable timeframe, but this can be left up to the reviewer). If necessary, the PRC chair can set a later deadline to provide the reviewer time to complete the review; however, the latest deadline for an external review letter is August 31st in order to allow time for the process to continue normally.

3. Sending Materials

As soon as the materials are ready (the candidate should have the materials ready by June 1) and a reviewer agrees to perform the evaluation, materials will be sent to the reviewers. The candidate's curriculum vita, a brief (two pages maximum) interpretative statement/scholarly description prepared by the candidate (optional), Disciplinary Standards (optional), and representative samples of the candidate's scholarly/creative/ professional activity will be sent to the external reviewers. The candidate will identify and select the representative samples of his or her scholarly/creative/professional activity.

4. Charge to the External Reviewers

Reviewers will be asked to examine the candidate's scholarly/creative/professional record and describe how the candidate has established a sustained pattern of achievement and evaluate how the candidate's record has matured.[22]

5. Reviewers' Evaluations

Reviewers submit their reports to the PRC chair by August 15 of the calendar year of the

[22] When using external review for candidates applying to the rank of Associate Professor, Librarian II, or Librarian I: Reviewers will be asked to examine the candidate's scholarly/creative/professional record and describe how the candidate has established continued achievement since the initial appointment at the College.

candidate's application (the PRC and candidate can set an earlier deadline if both parties agree that an earlier deadline will facilitate the external review process). If external reviews are not received by that date, the reviewer will be contacted by the PRC chair to request immediate submission of the report. The PRC chair shall remove the name and any other information identifying the reviewer from the external review letter. Document filenames should not include information that can identify the reviewer. The redacted letter is provided to the faculty candidate for review and possible response. Should a reviewer fail to submit a report by the PRC's meeting to make its recommendation, the PRC will treat the candidate's application as complete and non-submission of the outside review will not be deemed prejudicial to the candidate. Should a reviewer submit a report too late for the candidate to have 14 days in which to make a response prior to submitting his or her materials, then the candidate and only the candidate can choose to include the letter in the candidate's application and waive his or her full 14 day period to write a response to the review. Otherwise, the late letter will not be included in the candidate's application, and the non-submission of the outside review will not be deemed prejudicial to the candidate.

All external reviewer reports dated within a period of three years prior to the application should be included in the candidate's promotion application materials; however candidates may submit more than two external reviews in subsequent promotion cycles.

6. Candidate's Response to the Reviewers' Reports

   By September 15th or within 14 days of the receipt of each reviewer's report (whichever date is later), the candidate may respond to the external review in writing and/or may decide to have the identity of one or both of the reviewers revealed to all evaluators, namely, the PRC, Dean, CPTC and Provost. Any written response becomes part of the candidate's promotion application. Only at the written direction of the candidate should the PRC chair reveal a reviewer's identity to the evaluators. To preserve a reviewer's anonymity to the candidate, the PRC chairs should share any un-redacted letters with the evaluators manually. The identity of the reviewers should not become part of the application.

   Because only a subset of candidates will choose to submit a written response and/or have a reviewer's identity revealed, evaluators should take special care to evaluate each candidate independently. The decision to have a reviewer's identity revealed is the candidate's alone and should not be influenced by department or school expectations. Because candidates make their decisions for a variety of reasons, the decision itself should never be used to determine the quality of a promotion application.

7. Use of Reviewers' Reports

   The PRC, deans, CPTC, and Provost must evaluate the entire body of the candidate's scholarly/creative/professional activity. The letters are meant to inform, *not determine*, the evaluation of the candidate's scholarly/creative/professional activity. More specifically, the letters should describe the evidence that suggests the candidate has established a sustained pattern of achievement and evaluate how the candidate's scholarly/creative/professional activity has matured.[23] The PRC, deans, CPTC, and Provost should consider the reviewers' report as only one piece of evidence when determining whether or not the candidate has satisfied the criteria for

[23] For external review of candidates applying to the rank of Associate Professor, Librarian II, or Librarian I, reviewers only describe how the candidate has established continued achievement since his or initial appointment at the College.

promotion.

PART FIVE – FORMS

I. STANDARD APPLICATION FOR PROMOTION AND REAPPOINTMENT

General Instructions:

The *Standard Application* includes the following items: (A) the Cover Page, (B) the Checklist/Table of Contents, (C) the *Professional Development Essay*, (D) the *Disciplinary Standards*, (E) Evaluation Letters/Reports, (F) the *Standardized Curriculum Vita*, (G) External Reviews of Scholarship (if applicable), (H) Student Teaching Evaluations, (I) Peer Reviews of Teaching, (J) Course Syllabi, (K) Scholarly/creative/ professional work, and all selected supporting documentation. The specific contents of all of these sections are described in the text that follows.

Candidates may select and include additional supporting documentation to support the application. For guidelines, see the *Selected Supporting Documentation* section and the descriptions of Sections L-N on the last two pages of this form.

Applications for promotion and for reappointment in the Second, Third and Fifth years must include all elements as described here. Applications for informal reappointment review (in the First and Fourth Year) include the following items: (A) the Cover Page, (F) Standardized Curriculum Vita, (H) Student Teaching Evaluations, and (I) Peer Reviews of Teaching; the candidate may submit any other documents to support the application.

A. Cover Page

This document provides basic identifying information for the dossier. Use the following format:

Cover Page

Name _____

Department(s)/Program(s) _____

Current Rank _____

Submitting Application for:

☐ Formative Review at end of the First or Fourth Year of Employment

☐ Reappointment to: ☐ Fourth Year, ☐ Fifth and Sixth Year, ☐ Sixth Year, or ☐ Seventh Year (with tenure)

☐ Promotion to: ☐ Associate Professor, ☐ Professor, ☐ Librarian II (Assistant Professor in the library), ~~or~~ ☐ Librarian I (Associate Professor in the library), ☐ Assistant Director in the Library (Professor in the library).

Date of initial appointment at TCNJ _____

Date of appointment to current rank at TCNJ _____

End of Cover Page

B. Checklist/Table of Contents

It is essential that all the *Standard Application* items that comprise the candidate's dossier be available for each level of review. To aid in the assembly and tracking of these materials, the Checklist/Table of Contents document should be prepared by the candidate and appear after the cover page. The candidate must initial in the appropriate places on the checklist prior to submitting the materials to the Promotion and Reappointment Committee (PRC). The chair of the PRC must initial the checklist prior to forwarding the materials to the Dean, and the Dean must initial the checklist before forwarding the materials to the Provost (for reappointment applications) or College Promotion and Tenure Committee (CPTC; for promotion applications and for applications for reappointment to a seventh year with tenure and promotion to Associate Professor or Librarian II if the PRC and/or the Dean recommend against reappointment). If the chair of the PRC or the Dean discovers that any required section is missing or empty, the PRC Chair or Dean will immediately notify the candidate, who must provide the missing materials within two (2) working days of notification. If the candidate does not provide the missing materials in this timeframe, the application will not receive further consideration.

Required items A-K (in the Table of Contents that follows) **are tracked by the Checklist. Other items are optional; therefore, they are not part of the checklist.**

Checklist/Table of Contents

	Initials indicating items in the dossier		
Item	*Candidate*	*PRC*	*Dean*
Standard Application			
A. Cover page…….....……..	_____	_____	_____
B. Checklist/Table of Contents….....	_____	_____	_____
C. Professional Development Essay.....	_____	_____	_____
D. Disciplinary Standards…….....	_____	_____	_____
E. Evaluation Letters/Reports….....	_____	_____	_____
F. Standardized Curriculum Vita….....	_____	_____	_____
G. External Reviews of Scholarship (if applicable)….	_____	_____	_____
Supporting Documentation			
H. Student Teaching Feedback Forms…….....	_____	_____	_____
I. Peer Reviews of Teaching …….....	_____	_____	_____
J. Course Syllabi……..	_____	_____	_____
K. Scholarly/creative/professional work…….	_____	_____	_____

End of Checklist/Table of Contents

Selected Supporting Documentation

L. Teaching Materials

[Include items under L to support teaching in your particular dossier. One example of a teaching support material that is not required appears below. Follow this format for any other additions. The checklist does not apply to these optional materials.]

L1. Teaching Philosophy…….

M. Scholarly/creative/professional Materials

[Include items under M to support scholarly/creative/professional work in your particular dossier. One example of a scholarly support material that is not required appears below. Follow this format for any other additions. The checklist does not apply to these optional materials. You may also include copies of External Reviews of Scholarship, if desired.]

M1. Citation counts……

N. Service Materials

[Include items under N to support service work in your particular dossier. One example of a service support material that is not required appears below. Follow this format for any other additions. The checklist does not apply to these optional materials.]

N1. Statement of Major Service…..

O. [Other materials – add categories, as needed, to customize your dossier]

C. The Professional Development Essay

This document appears immediately after the Checklist/Table of Contents and precedes the *Disciplinary Standards* section. Informal review cycles (during first and third year of reappointment) omit this item.

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, including length of time, major outcomes, and whether reassigned time was awarded. The essay should specify how the candidate's record of scholarly/creative/professional achievement meets the expectations described in the *Disciplinary Standards*. 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.

D. The *Disciplinary Standards*

This section appears after the *Professional Development Essay* and before Evaluation Letters/Reports. Both the PRC's and the Dean's assessments of the application should explicitly address how the candidate's scholarly/creative/professional activities meet the expectations described in the *Disciplinary Standards* in this section. For candidates who have chosen to use elements of multiple *Disciplinary Standards* as the basis for evaluating their scholarly/creative/professional activities, this section includes each applicable *Disciplinary Standards* document as well as a cover letter outlining the ways in which elements of the included *Disciplinary Standards* apply to their activities. Candidates for Promotion wishing to use elements of multiple *Disciplinary Standards* must have obtained the signatures of the PRC chair and the Dean on the Intention to Use Multiple Disciplinary Standards form (Part Five, Section II) by the February 15 deadline.

E. Evaluation Letters/Reports

This section appears after the *Disciplinary Standards* and before the *Standardized Curriculum Vita*. This section contains copies of previous reappointment or promotion letters/reports and candidate's responses (if applicable). Candidates for reappointment should include all letters from previous reappointments. Candidates for promotion should include only letters from previous promotion applications during the last three (3) years.

If the candidate is reapplying for promotion, then the *Professional Development Essay* must clearly address how weaknesses in the unsuccessful application were remedied.

F. Standardized Curriculum Vita

The format that follows standardizes candidate applications for reappointment or promotion. Standardization is particularly important for those who review application materials outside of the candidate's department (e.g., Dean, CPTC, Provost). Not every category below will be relevant for every candidate. Only include 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.

Retain the heading for any omitted category and type "N/A" to indicate that this category is not relevant to your professional work.

STANDARDIZED CURRICULUM VITA

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. Do NOT include honors, prizes, and awards received by your (the candidate) students or mentees.

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 class roster).

2. Discuss the quality of your teaching effectiveness. Summarize and refer to supporting documentation, such as Student Teaching Evaluations (*Standard Application* section H), Peer Reviews of Teaching (*Standard Application* section I), Course Syllabi (*Standard Application* section J), and other supporting evidence (*Standard Application* section L). 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. (For additional details, see the descriptions of Sections H, I, J, and L in the *Standard Application for Reappointment and Promotion* document.)

3. Discuss your contributions to the liberal learning program such as First Seminar Program (FSP).

B. New courses, curricula, or pedagogies developed at TCNJ.

C. Independent research, independent studies, and other non-classroom modes of instruction. Provide evidence of success in an appendix (or appendices).

D. External curricular grants, including those awarded, those resubmitted with revision, and those submitted but declined.

E. TCNJ curricular grants awarded.

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 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 librarianship or (for departmental liaisons) to your area of subject specialization. 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 items under each category in reverse chronological order, with most recent publications and accepted work listed first. Use a standard bibliographic format used in one of 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. Provide evidence of the quality of the scholarly venue and explain all measures used to provide evidence of quality scholarship (e.g., journal impact factors, journal acceptance rates, etc.)

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 of 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. Un-juried 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. If results from these activities were published in referred journals, then the activity should be listed here if it involved contract research.

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. Record of Service to The College Community

Indicate those assignments which involved significant service, briefly describing your role and the nature of your work. Provide evidence of quality and length of service, position on committees or sub-committees, major outcomes or accomplishments and/or significant consistent contributions, and indicate whether reassigned time was awarded.

A. Administrative or coordination activities of departments or programs.

B. Training or supervising staff and/or mentoring of other colleagues on the faculty.

C. Departmental committees or formal assignments

D. School or library committees or formal assignments

E. College committees or formal assignments

F. Other forms of significant service, including faculty sponsorship of student-run organizations. 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.

XII. Record of Outside Service

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. Please provide information on the membership size of the organization and other relevant details to provide background.

B. Service as a referee, guest editor or consulting editor for a scholarly journal or press. Please describe the nature of your service, including how the number of articles reviewed and how often.

C. Contributions as a consultant to another institution.

D. Contributions to the surrounding community. Mention only those that involved significant service related to your professional expertise, briefly describing your role and the nature of your work, and its connection to your professional expertise.

End of Standardized Curriculum Vita

Supporting Documentation (required)

G. External Reviews of Scholarship (if applicable)

The list of potential external reviewers and external review letters in this section should be based upon the processes set out in Section Four, "IV. External Review of Scholarly/Creative/Professional Activity for Promotion to the Rank of Professor" and Part Five, "VI. Letter to External Reviewer for Promotion to Rank of Professor Only".

H. Student Teaching Feedback Forms

This section contains all original op-scan forms completed by the students and the College student feedback form results (the op-scan summary report) or the electronic equivalents. Alternately, candidates may submit photocopies of all completed student response forms in order to save space (creating double-sided copies) and must keep the original forms in a secure place. For reappointment applications, include evaluations and reports for every course taught at TCNJ. For promotion applications, include evaluations and reports for every course taught in the three (3) to five (5) years prior to the application.[24]

Order this section in reverse chronological order (most recent courses taught appear first in this section).

I. Peer Reviews of Teaching

This section contains **all original Peer Reviews of Teaching** (see Part Four, Section III). Order this section in reverse chronological order (most recent reviews appear first in this section).

J. Course Syllabi

This section contains copies of syllabi for all courses taught in the previous three (3) to five (5) years (including the most recent example of each).

K. Scholarly, Creative, or Professional Work

This section contains evidence of scholarly/creative/professional work which *may* include:

1. copies of published books, articles, essays, abstracts, reports, grants, grant reviews, and so on, arranged according to the categories listed in section VII. Scholarly Record of the *Standardized Curriculum Vita*.

2. copies of letters indicating acceptance of materials submitted for publication or the status of materials under review

Selected Supporting Documentation

Materials in support of your application should be arranged in the order described in the Checklist/Table of Contents section. Only include those materials that are significant and that will assist others in understanding the nature and importance of your professional work.

L. Teaching Materials

[24] Candidates who are eligible to apply for reappointment or promotion within three years of initial appointment should submit required documentation (e.g., student evaluations, peer reviews) for all years of employment at the College.

The following are examples of materials you might include to support teaching.

1. Evidence of pedagogical advances and innovations (Faculty) - examples of materials, handouts, assignments, exams, etc., that enhance student learning or expand the curriculum in significant ways.

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

3. 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.

4. 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).

M. Scholarly/creative/professional Materials

The following are examples of materials you might include to support scholarly/creative/professional work.

1. Copies of Letters from External Reviewers (see Part Five, Section VII of the *TCNJ Reappointment and Promotion Document*) - external professional peer evaluations of your scholarly/creative/professional work. Original External Reviews should appear in Section G.

2. 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.

3. Copies, photographic images, audiotapes or videotapes, URL addresses, etc. of creative work produced.

N. Service Materials

The following are examples of materials you might include to support scholarly/creative/professional work.

1. Copies of significant written material produced (e.g., reports or documents), indicating your specific contribution.

2. A letter from a person in a supervisory capacity citing any special contribution.

II. INTENTION TO USE MULTIPLE DISCIPLINARY STANDARDS

This form is to be used by candidates for Promotion who self-identify as interdisciplinary and who wish to consider the option of using elements of multiple Disciplinary Standards in the evaluation of their scholarly/creative/professional activities. Deadline for submission of this form is one year prior to the date for intent to apply for promotion.

Name:

Department or Program:

Applying for (check one)

Promotion to Associate Professor

Promotion to Professor

For the purposes of evaluating my interdisciplinary work, I propose the use of *Disciplinary Standards* of these disciplines, departments, or programs, in addition to those of my own department(s) or program(s):

_____

Candidate's Signature Date

Signature of Department or Program PRC Chair Date

Signature of Department or Program Dean Date

III. DEPARTMENT/PROGRAM RECOMMENDATION FOR REAPPOINTMENT

Candidate _____ Department/Program _____

Evaluate the applicant in terms of the Bases and Standards for Evaluation for Reappointment and Tenure, with a careful, thorough, and thoughtful analysis for each area listed below, as well as a discussion of the efforts made by the department/program to mentor the candidate.

I. Teaching or Librarianship

II. Scholarly/Creative/Professional Activity

III. Service

The candidate is _____ is not _____ (check one) recommended for formal reappointment to:

_____Fourth Year _____ Fifth Year _____Fifth and Sixth Year

_____ Sixth Year _____ Seventh year (with tenure)

Signed:

_____ _____ [Insert name of Chair, Department/Program PRC]

_____ (Date)

_____ _____ [Insert name of Member, Department/Program PRC]

_____ (Date)

To Applicant for Reappointment:

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 April 10 to the chair of the PRC.

Name _____ Date_____

A 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.

IV. DEPARTMENT/PROGRAM RECOMMENDATION FOR REAPPOINTMENT TO SEVENTH YEAR WITH TENURE

Candidate _____ Department/Program _____

Evaluate the applicant in terms of the Bases and Standards for Evaluation for Reappointment and Tenure, with a careful, thorough, and thoughtful analysis for each area listed below, as well as a discussion of the efforts made by the department/program to mentor the candidate.

I. Teaching or Librarianship

II. Scholarly/Creative/Professional Activity

III. Service

The candidate is _____ is not _____ (check one) recommended for formal reappointment to:

_____ Seventh year (with tenure)

Signed:

_____ [Insert name of Chair, Department/Program PRC]

_____ (Date)

_____ [Insert name of Member, Department/Program PRC]

_____ (Date)

To Applicant for Reappointment with Tenure:

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 April 10 to the chair of the PRC.

Name _____ Date_____

A 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.

V. DEPARTMENT/PROGRAM RECOMMENDATION FOR PROMOTION

Candidate_____ Department/Program _____

Evaluate the applicant in terms of the Bases and Standards for Promotion, including strengths and weaknesses, with a careful, thorough, and thoughtful analysis for each area listed below:

I. Teaching or Librarianship

II. Scholarly/Creative/Professional Activity

III. Service

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

____ Associate Professor ___ Professor ___ Librarian II ___ Librarian I___Assistant Director in the Library

Signed:

_____ [Insert name of Chair, Department/Program PRC]

_____ (Date)

_____ [Insert name of Member, Department/Program 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 and Tenure Committee.

Name _____ Date_____

A 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.

VI. LETTER TO EXTERNAL REVIEWER FOR PROMOTION TO RANK OF PROFESSOR ONLY

Note. Text offset by brackets in the letter must be customized for each candidate.

Dear [external reviewer name]:

[Name] has applied for promotion to the rank of Professor in the Department of [Department name] at The College of New Jersey. The Department Promotion and Reappointment Committee requests your evaluation as an external reviewer of the scholarly/creative/professional activity of this candidate. The contents of the external review letters are shared with the candidate. However, the identity of the reviewer is kept confidential to the candidate and all evaluators in the promotion process and will not be released unless required by law. The candidate has the right to ask for your identity to be revealed to evaluators and respond to the reports as part of the promotion application. Reviewer identities are still concealed from the candidate if he or she exercises the option to reveal reviewer identity to promotion evaluators. If you are willing to serve as an external reviewer, your review must be received no later than August 15, [year].

The College of New Jersey (TCNJ) is an exemplary comprehensive institution with the mission of offering a quality education to high-achieving students in a residential setting where teaching and scholarly/ creative/professional activity are essential priorities. The current standard teaching load is three courses per semester; prior to the 2004-2005 academic year, the standard teaching load was four courses per semester. Regarding faculty scholarly accomplishments, TCNJ embraces the model of a professor as *teacher-scholar* in which a serious and continuing commitment to scholarship complements and enriches one's teaching.

For promotion, faculty members are expected to demonstrate accomplishments in the three areas of teaching, scholarly/creative/professional activity, and service. Your review will assist us in evaluating the second area, the candidate's scholarly/creative/professional activity. Promotion to Professor at TCNJ requires that a faculty member "demonstrate a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly/creative/ professional record." As the external reviewer, please describe how the candidate has established a sustained pattern of scholarly/creative/professional achievement and evaluate how the candidate's record has matured. Please do not indicate your opinion about whether or not the candidate merits promotion to the rank of Professor or if the candidate would be likely to be promoted in your department or institution.

If you are willing to serve as an external reviewer for the scholarly/creative/professional activity of [name], please let us know by [date]. If you agree to provide an external review for this candidate's promotion application, we will send you the candidate's relevant application materials.

Thank you.

VII. LETTER TO EXTERNAL REVIEWER FOR PROMOTION TO RANK OF ASSISTANT DIRECTOR IN THE LIBRARY ONLY

Note. Text offset by brackets in the letter must be customized for each candidate.

Dear [external reviewer name]:

[Name] has applied for promotion to the rank of Assistant Director in the Library (concurrent rank is Professor in the Library) in the R. Barbara Gitenstein Library at The College of New Jersey (TCNJ). The library Promotion and Reappointment Committee requests your evaluation as a peer reviewer of the scholarly/creative/professional activity of this candidate. The contents of the reports of the peer reviewers are shared with the candidate, although the identity of the reviewer is kept confidential; the candidate has the right to respond to the reports as part of the promotion application. If you are willing to serve as a peer reviewer, your review must be received no later than August 15, [year].

TCNJ is an exemplary comprehensive institution with the mission of offering a quality education to high-achieving students in a residential setting where librarianship and scholarly/ creative/professional activity are essential priorities. Librarians are typically twelve month employees, with some release time for scholarly/creative/professional activity. Regarding librarian scholarly accomplishments, TCNJ embraces the model of *librarian-scholar* in which a serious and continuing commitment to scholarship complements and enriches one's librarianship.

For promotion, librarians are expected to demonstrate accomplishments in the three areas of librarianship, scholarly/creative/professional activity, and service. Your review will assist us in evaluating the second area, the candidate's scholarly/creative/professional activity. Promotion to Assistant Director in the Library at TCNJ requires that a librarian demonstrate a sustained pattern of achievement since attaining the previous rank of Librarian I, with evidence indicating the maturation of the scholarly/creative/ professional record. As the external reviewer, please describe how the candidate has established a sustained pattern of scholarly/creative/professional achievement and evaluate how the candidate's record has matured. Please do not indicate your opinion about whether or not the candidate merits promotion to the rank of Assistant Director in the Library, or if the candidate would be likely to be promoted at your institution.

If you are willing to serve as a peer reviewer for the scholarly/creative/professional activity of [name], please let us know by [date]. If you agree to provide a peer review for this candidate's promotion application, we will send you the candidate's relevant application materials.

Thank you.

Memorandum Of Agreement # 125
Revisions to the Reappointment and Promotions Document With Regard to Librarian Promotions

In order to promote amicable employer-employee relations, The College of New Jersey (the College) and The College of New Jersey Federation of Teachers, Local 2364, AFT (the Union), hereby agree as follows related to the revisions to the Reappointment and Promotions Document:

The Union approves the revisions to the Reappointment and Promotions Document as reflected in CFA's Final Recommendation on RPD changes regarding Librarians dated March 27, 2020. This document both enables librarians to simultaneously apply for tenure and promotion, and also recognizes the rank of "Assistant Director of the Library" as a growth promotion, created under the 2015-2019 AFT contract and enables librarians to apply for promotion to this rank.

For the College:

William W. Keep
Interim Provost and
Vice President for Academic Affairs
The College of New Jersey

May 11, 2020
Date

For the Union:

Nancy Lasher
President
TCNJFT, Local 2364, AFT

May 11, 2020
Date

Memorandum of Agreement #128

Modification of Scholarly Expectations for COVID-19

In order to promote amicable employer-employee relations, The College of New Jersey (the College) and The College of New Jersey Federation of Teachers, Local 2364, AFT (the Union), hereby agree to the following:

The COVID-19 pandemic (hereafter referred to as COVID-19) has already disrupted the normal course of faculty and librarian scholarship/creative/professional activities and the full impact of this global catastrophe is not known. The College will reassure pre-tenure faculty and librarians that scholarly expectations for tenure and promotion to Associate Professor/Librarian II will be adjusted for the disruptions caused by COVID-19 by taking the following steps[1]:

1. The following statement of support for pre-tenure faculty and librarians will be distributed to the campus community and will be endorsed by the Steering Committee, Faculty Senate, TCNJ-AFT, Council of Deans, Provost, President, and Board of Trustees.

   TCNJ statement on reappointment expectations in response to the COVID-19 pandemic

   COVID-19 represents a major disruption to society, higher education, and faculty/librarian workload. Pre-tenure faculty and librarians are on a 5-year path to earn tenure where their teaching, scholarly/creative/professional activities, and service are evaluated annually. By the time of tenure, faculty/librarians must have established competencies in teaching/librarianship, scholarly/creative/professional activities, and service. The COVID-19 pandemic disruptions threaten the ability of each pre-tenure faculty and librarian to achieve these predetermined levels of competency. Furthermore, such challenges fall disproportionately to faculty/librarians who belong to vulnerable and/or underrepresented groups. Some examples of disruptions include (but are not limited to):

   - *Spring 2020 courses were quickly moved online. This required faculty to devote extraordinary amounts of time to their teaching, created an unorthodox teaching environment, and took time away from scholarship.*
   - *Scholars lost access to their labs, equipment, software, samples, and data; additionally, purchasing of supplies and equipment will see extensive delays*

[1] CFA developed a plan to achieve this goal using the following guiding principles: (1) pre-tenure faculty and librarians should be supported during this challenging time, (2) the tenure clock is fixed by state law and unlikely to change; however, the criteria used in evaluating candidates for tenure/promotion can be altered, and (3) the modified process should be flexible to accommodate unforeseen impacts on faculty/librarian workload, and it should be as simple as possible.

- *Funding opportunities from private and public organizations may be impacted for the foreseeable future in many areas*
- *The publication process is delayed*
- *Conferences, exhibitions, and performances have been canceled*
- *Many faculty members face new challenges in balancing work and life and in maintaining personal health and well-being. This takes away time normally allocated to teaching, scholarly/creative/professional activities, and service.*

Well over 100 Colleges and Universities across the United States have extended tenure clocks and/or shifted the standards for tenure and promotion to compensate for the transformed landscape in which faculty and librarians are working. The College of New Jersey, along with the other state colleges in New Jersey, has its tenure clock determined by state law. According to the General Counsels at the New Jersey Association of State Colleges and Universities, The College cannot extend the clock unilaterally, but requires statutory relief to do so.

And: *[Therefore], members of College governance (Committee on Faculty Affairs, Steering Committee, Faculty Senate, TCNJ-AFT, Council of Deans, Provost, President, and Board of Trustees) are uniting to seek relief for pre-tenure faculty/librarians working under the disruptions created by COVID-19. These campus members are directing Promotion and Reappointment Committees (PRC) who have pre-tenure faculty/librarians to create a "modified scholarly/creative/professional expectations in response to the COVID-19 pandemic" for each pre-tenure faculty/librarian. This document will set forth modified expectations for teaching, scholarly/creative/professional activities, and service and detail how they have been humanely recalibrated to adjust for the COVID-19 pandemic. These documents will be reviewed and approved by the Dean, and they will become part of the applicants' reappointment materials.*

2. The summative review of the reappointment process will be amended for any faculty or librarian who has modified scholarly/creative/professional expectations due to COVID-19 (see #3 below). The reappointment process will be amended to include College Promotion and Tenure Committee (CPTC) review of any summative reappointment candidates who are NOT recommended for reappointment by either the Promotions and Reappointment Committee (PRC) or Dean. This additional review step adds another layer of review to ensure that reappointment standards have been humanely recalibrated to adjust for COVID-19 disruptions. This adjustment will remain in effect through the entire reappointment cycle for any affected faculty or librarians because this situation is evolving and future disruptions cannot be predicted.

3. All Departments and Programs who have faculty/librarians in the reappointment process affected by COVID-19 disruptions (including any faculty/librarians who begin work at the College after Spring 2020) will create modified scholarly/creative/professional expectations. This process applies to every tenure case and every promotion automatically tied to the tenure decision. Given that the full impact of COVID-19 is not known, future disruptions will automatically trigger the steps described below to create a modified set of

standards that helps faculty and librarians adjust to the external disruptions. Modifications of scholarly/creative/professional activity standards will be developed and memorialized in a "modified scholarly/creative/professional expectations in response to the COVID-19 pandemic" document. The following steps will produce this document:

Step 1. The PRC will meet with the pre-tenure faculty/librarians to learn how COVID-19 has specifically impacted their scholarly/creative/professional activity. Given the stress that this pandemic has caused, PRCs are expected to meet with their pre-tenure faculty/librarians and begin work on the modified scholarly/creative/professional expectations document by August 20, 2020. This meeting will provide pre-tenure faculty and librarians tangible evidence of College action to respond to the COVID-19 pandemic.

Step 2. The PRC, in consultation with the pre-tenure faculty/librarian, will draft a "modified scholarly/creative/professional expectations in response to the COVID-19 pandemic" document for each faculty/librarian. This letter between the PRC and candidate will detail how teaching, scholarship/creative/professional activity, and service expectations have been humanely recalibrated to compensate for the COVID-19 disruptions. The expectation is that PRCs will follow the pattern that has been adopted by many institutions in the country, which is extending the tenure clock for one year. Because we cannot extend the tenure clock, PRCs are expected to recalibrate standards to a level of work that could be reasonably completed in 4 years rather than the current period of 5 years. For guidance, PRCs could refer to previous DS that were developed prior to 2014, when the tenure clock at TCNJ was four years.

Step 3. Should any disputes between the PRC and pre-tenure faculty/librarians arise, the Dean will resolve these disputes in the spirit of humanely recalibrating scholarly/creative/professional standards to compensate for COVID-19 disruptions. The Dean must approve the "modified scholarly/creative/professional expectations in response to the COVID-19 pandemic" document. All parties (faculty/librarian, PRC members, and Dean) will sign the document. CFA should be copied on the document. A modified scholarly/creative/professional expectations document (steps 1-3) should be completed by October 15, 2020

Should the pre-tenure faculty/librarian believe that the modifications are inadequate, they can request CFA to review the "modified scholarly/creative/professional expectations in response to the COVID-19 pandemic" document. CFA will prepare an assessment of whether the modification adequately calibrates scholarly expectations for the COVID-19 disruption.

Step 4. The most recent, signed "modified scholarly/creative/professional expectations in response to the COVID-19 pandemic" document and any CFA assessment of scholarly adjustments (if requested by the pre-tenure faculty/librarian) will be submitted by candidates in their "Standard application for reappointment" Section E. "Evaluation Letters/Reports".

For the College:

William W. Keep
Interim Provost and
Vice President for Academic Affairs
The College of New Jersey

June 10, 2020

Date

For the Union:

Nancy Lasher
President
TCNJFT, Local 2364, AFT

June 10, 2020

Date

Resolution Approving Waivers Of Advertising For College Business Purposes

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of $34,400, and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees, and

Whereas: Waiver requests have been reviewed and are recommended by the Business and Infrastructure Committee, a subcommittee of The College of New Jersey Board of Trustees.

Therefore, Be It Resolved: The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein:

VENDOR	PURPOSE	FUNDING SOURCE
Ideametrics $250,000	Oracle Cloud implementation consulting services	College Operating
Assessment Technologies Institute $53,040	Nursing Testing Package	Direct Student Charge
Ewing Township $77,500	Annual Contribution	Housing Operating
Advance 2000 Inc. $614,531	Telecommunication maintenance & proposed upgrade 5-year agreement	College Operating
Dell Compellent Series SC4020 $94,529	Hardware & Software Support 3-year agreement	College Operating
Ex Libris Inc. $115,118	Cloud subscription (Alma & Primo Saas) RapidILL	College Operating

Linkedin Corp. $42,000	Lynda Campus Higher Education subscription	College Operating
Oracle America, Inc. $1,492,637	ERP, HCM, Time & Labor software maintenance, Campus Solution PeopleSoft & Oracle Enterprise Database licensing	College Operating
Spirion, LLC $55,000	Identity Manager software license & maintenance	College Operating
IBM $44,000	SPSS Statistics software, subscription & support services	College Operating
Carasoft $95,000	VMWare software, licenses & maintenance	College Operating
DVL Group, Inc. $140,000	Campus Police Dispatch UPS Purchase	Information Technology Reserves
Zoom Video Communications, Inc. $36,340	Online collaboration platform	College Operating
University Tees, Inc. $39,000	Senior Class 2020 send home package	Student Activity Fees
Wizard's Festival of Fun, Inc. $130,000	CUB Funival	Student Activity Fees
Concert Ideas $320,000	CUB Fall & Spring Concert middle agency	Student Activity Fees
EDS Events and Design LLC. $140,000	CUB Fall & Spring Concert production & entertainment services	Student Activity Fees
Degy Booking International, Inc. $250,000	Student organization event artists	Student Activity Fees

Noor Majan Training Institute $25,170	Oman, Middle East	Program Fees
The Washington Center $128,300	TCNJ Washington	Program Fees
Spring Hill College $42,000	TCNJ Italy	Program Fees
Foundation for International Education $57,580	TCNJ London	Program Fees
CEPA-Europe GMbH $214,400	Faculty-led: Winter 2021 United Kingdom, Summer 2021 Italy	Program Fees
Instituto Franklin, University of Alcala de Henares $77,589	TCNJ Spain	Program Fees
University of New Castle $70,110	TCNJ Newcastle	Program Fees
Global Engagement Institute $53,100	Faculty-led: South Africa	Program Fees
World Strides/ International Studies Abroad $60,800	Faculty- led: London, United Kingdom	Program Fees
Council on International Education Exchange $104,400	Faculty-led: Rome, Italy	Program Fees

Resolution Approving Waivers Of Advertising Business and Infrastructure Committee (Facilities and Construction)

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of $34,400; and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees; and

Whereas: Waiver requests have been reviewed and are recommended by the Business and Infrastructure Committee, a subcommittee of The College of New Jersey Board of Trustees.

Therefore, Be It Resolved: The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein.

VENDOR	PURPOSE	FUNDING SOURCE
Burns Engineering $32,860	Additional design services related HRSG project	Asset Renewal Reserves
Entech Engineering $38,240	Additional design services related to the ADA Air Conditioning project in Centennial Hall	Asset Renewal Reserves
Siemens Industry, Inc. $139,676	Renewal of Townhouse South Fire alarms	Asset Renewal Reserves
EnviroTrac $23,825	Fuel Oil Remediation	College Operating
Suez Water Treatment $95,479	Water treatment contract for the Power Plant	College Operating – 53% Housing Operating – 39% BSC Operating – 8%
Johnson Controls $87,819	Re-build #1 chiller compressor	College Operating – 53% Housing Operating – 39% BSC Operating – 8%

Resolution Approving The College Of New Jersey Fiscal Year 2021 Unrestricted Current Fund Budget and Establishing Student Charges to the Level Sufficient To Balance the Approved Budget

Whereas:	The State College Autonomy Law vests the responsibility with the Board of Trustees to approve the college's unrestricted current fund budget and adjust student charges as necessary; and
Whereas:	The College's Treasurer has prepared an unrestricted current fund budget for fiscal year 2021 totaling $245,064,000 of which $45,979,000 is the anticipated state appropriations (including state funded fringe benefits); and
Whereas:	The President has reviewed the proposed unrestricted current fund budget and the student charges required to implement this budget and recommends their approval; and
Whereas:	The Business and Infrastructure Committee of the Board of Trustees has reviewed the proposed unrestricted current fund budget and the student charges required to implement this budget and has recommended their approval; and
Therefore Be It Resolved:	That the Board of Trustees approves the FY2021 college unrestricted current fund budget totaling $245,064,000; and
Be It Further Resolved:	That the Board of Trustees approves the student charges FY2021 to implement this budget.

June 30, 2020

Attachment N

THE COLLEGE OF NEW JERSEY

FY 2021 TOTAL UNRESTRICTED CURRENT FUND BUDGET

EDUCATIONAL & GENERAL OPERATING FUNDS	**$**	**173,884,000**
GSF/CAPITAL FEE		**21,898,000**
AUXILIARY ACTIVITIES (HOUSING, BSC & CES)		**45,021,000**
NEW JERSEY RISK MANAGEMENT PROGRAM		**4,261,000**
	$	**245,064,000**

June 30, 2020

THE COLLEGE OF NEW JERSEY
FY 2021
TUITION & FEE INCREASE

FULL TIME UNDERGRADUATE IN-STATE STUDENT

FY 2020 ACTUAL CHARGES

TUITION & MANDATORY FEES	**$**	**16,923**
ROOM & BOARD*	**$**	**14,048**
TOTAL	**$**	**30,970**

	FY 2021 PROPOSED CHARGES		COMPARISON TO FY 2020 ACTUAL DOLLAR CHANGE		PERCENT CHANGE
TUITION & MANDATORY FEES	**$**	**16,487**	**$**	**(436)**	**-2.58%**
ROOM & BOARD*	**$**	**13,416**	**$**	**(632)**	**-4.50%**
TOTAL	**$**	**29,903**	**$**	**(1,068)**	**-3.45%**

*Include: Room Charge and Ala Carte 1 Board Plan

FULL TIME STUDENTS (Flat Rate Over 12 Credits) / 3 Units	FY 2020	FY 2021	CHANGE AMOUNT	CHANGE PERCENT
UNDERGRADUATE - NEW JERSEY RESIDENT				
TUITION	13,238.80	13,238.80	-	0.00%
GSF/CAPITAL	3,111.68	3,111.68	-	0.00%
STUDENT CENTER FEE	272.82	136.41	(136.41)	-50.00%
STUDENT ACTIVITY FEE	299.56	-	(299.56)	-100.00%
TOTAL	**$ 16,922.86**	**$ 16,486.89**	**$ (435.97)**	**-2.58%**
ROOM CHARGE	9,515.74	9,515.74	-	0.00%
BOARD (ALA CARTE 1)	4,531.88	3,900.00	(631.88)	-13.94%
TOTAL	**14,047.62**	**13,415.74**	**(631.88)**	**-4.50%**
TOTAL COST	**$ 30,970.48**	**$ 29,902.63**	**$ (1,067.85)**	**-3.45%**
UNDERGRADUATE - OUT OF STATE RESIDENT				
TUITION	25,217.04	25,217.04	-	0.00%
GSF/CAPITAL	3,111.68	3,111.68	-	0.00%
STUDENT CENTER FEE	272.82	136.41	(136.41)	-50.00%
STUDENT ACTIVITY FEE	299.56	-	(299.56)	-100.00%
TOTAL	**28,901.10**	**28,465.13**	**(435.97)**	**-1.51%**
ROOM CHARGE	9,515.74	9,515.74	-	0.00%
BOARD (BASE PLAN: ALA CARTE 1)	4,531.88	3,900.00	(631.88)	-13.94%
TOTAL	**14,047.62**	**13,415.74**	**(631.88)**	**-4.50%**
TOTAL COST	**42,948.72**	**41,880.87**	**(1,067.85)**	**-2.49%**
CARD SERVICE FEE (FALL AND SPRING)	$ 20.00	$ 20.00	-	0.00%
Pass through annual charge for all students without personal insurance effective 8/1/2020 to 7/31/2021:				
UNDERGRADUATE STUDENT HEALTH INSURANCE	$ 1,797.00	$ 1,977.00	180.00	10.02%
GRADUATE STUDENT HEALTH INSURANCE	$ 4,468.00	$ 4,797.00	329.00	7.36%

PART-TIME UG STUDENTS Per Credit/.25 Units	FY 2020	FY 2021*	CHANGE AMOUNT	CHANGE PERCENT
UNDERGRADUATE - NEW JERSEY RESIDENT				
TUITION	469.55	469.55	0.00	0.00%
GSF/CAPITAL	128.86	128.86	0.00	0.00%
STUDENT CENTER FEE	11.62	5.81	-5.81	-50.00%
STUDENT ACTIVITY FEE	12.56	0.00	-12.56	-100.00%
TOTAL COST	**622.59**	**604.22**	**-18.37**	**-2.95%**
UNDERGRADUATE - OUT OF STATE RESIDENT				
TUITION	893.01	893.01	0.00	0.00%
GSF/CAPITAL	128.86	128.86	0.00	0.00%
STUDENT CENTER FEE	11.62	5.81	-5.81	-50.00%
STUDENT ACTIVITY FEE	12.56	0.00	-12.56	-100.00%
TOTAL COST	**1,046.05**	**1,027.68**	**-18.37**	**-1.76%**
PART-TIME GRAD STUDENTS Per Credit Hour				
GRADUATE - NEW JERSEY AND OUT OF STATE RESIDENTS				
TUITION	808.58	808.58	0.00	0.00%
GRADUATE FEES (Flat Rate)*	140.48	73.81	-66.67	-47.46%
TOTAL COST	**949.06**	**882.39**	**-66.67**	**-7.02%**
GRADUATE - NURSING STUDENTS				
TUITION	808.58	949.91	141.33	17.48%
GRADUATE FEES (Flat Rate)*	140.48	73.81	-66.67	-47.46%
TOTAL COST	**949.06**	**1,023.72**	**74.66**	**7.87%**
GRADUATE - MBA PROGRAM				
TUITION	938.58	938.58	0.00	0.00%
GRADUATE FEES (Flat Rate)*	140.48	140.48	0.00	0.00%
TOTAL COST	**1,079.06**	**1,079.06**	**0.00**	**0.00%**
FLAT RATE				
CARD SERVICE FEE (FALL AND SPRING)	20.00	20.00	0.00	0.00%

THE COLLEGE OF NEW JERSEY BOARD CHARGES
FISCAL YEAR 2021

Board Plans	2021 BOARD ONLY (per year)	2021 BOARD ONLY (per semester)	Change from FY20 (amount)	Change from FY20 (percent)
MEAL RATES				
Ala Carte 1	$ 3,900.00	$ 1,950.00	$ (631.88)	-13.94%
Ala Carte 2	3,350.00	1,675.00	(456.64)	-12.00%
Apartment Plan (Phelps & Hausdoerffer)	1,922.00	961.00	74.64	4.04%
College House Plan (off campus Apt Plan)	695.25	347.62	46.23	7.12%
19 Meals Per Week	4,800.00	2,400.00	n/a	n/a
15 Meals Per Week	4,700.00	2,350.00	n/a	n/a
10 Meals Per Week	4,590.00	2,295.00	n/a	n/a
Carte Blanche Door Rates (Eickhoff Hall)				
Breakfast	$ 6.22		$ -	0.0%
Lunch	9.28		-	0.0%
Dinner	10.81		-	0.0%
Room Rate (Per Year)	$ 9,515.74	$ 4,757.87	$ -	0.0%
Weekly Housing Charge	n/a			
Summer Weekly Charge	$ 223.03		-	0.0%
January Term Room Rate	$ 233.40		-	0.0%
CCS Room Rate (per year)	$ 11,200.00	$ 5,600.00	-	0.0%
Includes Overhead Costs and Program Services				

The College of New Jersey
Student Revenues
Fiscal Year 2021

	FY 2021	FY 2020
One-Time Program Fees		
Admissions Application Fee (1)	75	75
Graduation Services Fee	100	100
LiveText Learning Assessment Fee	139	139
Transfer Student Transitions Fee (non-refundable)	184	184
First Year Student Transitions Fee (non-refundable)	219	219
Inclusive Excellence Academy Fee	450	450
Requested Services Fees		
All Parking Decal Fees:		
· Commuter (Annual cost excluding NJ State sales tax)	105	105
· Residence (Annual Cost)	290	290
· Commuter (Per semester cost excluding NJ State sales tax)	64	64
· Residence (Per semester cost)	160	160
· Weekly Parking	20	20
Specialized Programs Fees		
Optional Summer Transition Program (Operation Be Well)	450	450
Lions Plus Program (Academic year)	5,000	5,000
Lions Plus Program (Per semester)	2,700	2,700
Government Program Fee	6,365	6,365
Provisional Cohort - Freshman	7,020	7,020
Cooperman Academy Summer Program (Summer)	4,500	4,500
RN-to-BSN Off-Site Programs	1,450	1,450
Engineering Major Fee (per semester)	150	150
Regional Training Center 3 Credit Fee	543.75	543.75
Summer Visiting Fee	75	75
Pass Through Fees		
Credit Card Payment Fee	2.75% of amount charged	2.75% of amount charged
International Credit Card Payment Fee	4.25% of amount charged	4.25% of amount charged
Nursing Testing Package		
· Sophomore	165	165
· Junior	245	245
· Senior	245	245
Payment plan enrollment fee (semester)	25	25
Other Fees		
Ewing High School Partnership Tuition - Per Course	150	150
International Student Teaching Fee	450	450
Music Fee	100	100
Fitness Class Program Fee - Per Semester	25	25
Fraternity & Sorority Life Involvement Fee		
· Fall Semester	45	45
· Spring Semester	45	45
Private Music Lesson Charge	$500(per 0.25 unit)	$500(per 0.25 unit)
Specilized Course Fees:		
NUR 230 -Stethoscope, Name Tag, BP Cuff, , Lab Coat.	275	275
NUR 240 -Uniforms (2 pants, 2 shirts - Flynn and Ohara), Bandage scissor Cath Kits, Irrigation kits Kits, IV Tubing, IV Bags, Syringes of various sizes, injection pad, sterile gloves, exam gloves.	145	145
NUR 324 - Maternity Clinical	25	25

The College of New Jersey
Student Revenues
Fiscal Year 2021

	FY 2021	FY 2020
NUR 330 - Medical Surgical Lab Class Fee	80	80
NUR 334 - Simulation Class Fee	30	30
NUR 340 - Psych - Clinical	25	25
NUR 344 - Boot Camp - simulation plus Denver's	35	35
NUR 420 - Medical Surgical Class - Skills, Central Line Dressing, Trach Care.	55	55
NUR 424 - Simulation Class fee	35	35
NUR 440 - Simulation Class fee	30	30
NUR 444 - Community Bags - BP Cuff, Hand Sanitizer, Thermometer and thermometer covers, Mouth cover for CPR, Tape measure.	35	35
New - Graduate Nursing Lab Fee (per semester, maximum = 4 semesters)	125	-
School of Science Course Fee - (Lab and Independent Research)	$35 per course	$35 per course
Career and Community Studies		
Career and Community Studies Program (per term)	12,064	12,064
Career and Community Studies Program (per half term) Summer Term-5 weeks	6,032	6,032
Career and Community Studies - General Services/Capital fee (per semester -.5 units)	258	258
Career and Community Studies - Student Center fee (per semester -.5 units)	22	22
Career and Community Studies - Student Life fee (per semester -.5 units)	26	26
Career and Community Studies - Residential Life Program fee (per semester)	323	323
Graduate Global Programs		
Tier 1 off-site programs (per credit)	686	686
Tier 2 off-site programs (per credit)	601	601
Tier 3 off-site programs (per credit)	515	515
Tier 4 off-site programs (per credit)	428	428
International Internships (per credit)	774	774
Performance Learning Systems 3rd Learning Course Fee	300	308
Principal's Training Center Course Fee	300	308
Princeton Center for Teacher Education (PCTE) Certificate (per credit)	131	131
PCTE Degree (per credit)	809	809
Undergraduate Study Abroad Programs		
Study Abroad Short-Term Application Fee	150	150
Study Abroad Application Fee	450	450
Short-term program deposit fee	500	500
Study Abroad Late Application Fee	50	50
Transcripting fee for short term programs	500	500
Transcripting fee for non-TCNJ students in Int'l programs (semester long)	1000	1,000
Short-Program, Virtual Program and Fees		
TCNJ FIE- London Virtual Program	1,245	-
TNCJ Oman- Short Program	7,890	-
TCNJ Oman- Virtual Program	1,390	-
TCNJ Washington Center- Summer	7,100	-
Global Virtual Program Application Fee	150	-
Transcripting Fee non-TCNJ students (Semester long Program) at a Study Center	500	-
Transcripting Fee non-TCNJ students (Short Term Program) at a Study Center	250	-
Insurance Fees		
Undergraduate Health Insurance- Annual 8/1/20-7/31/21 (Aetna Student Health)	1,977	1,797

The College of New Jersey
Student Revenues
Fiscal Year 2021

	FY 2021	FY 2020
Graduate Health Insurance- Annual 8/1/20-7/31/21 (Aetna Student Health)	4,797	4,468
Undergraduate Health Insurance- Spring/Summer 1/15/21-7/31/21 (Aetna Student Health)	1,072	977
Graduate Health Insurance- Spring/Summer 1/15/21-7/31/21 (Aetna Student Health)	2,602	2,429
J-1 International Exchange Health Insurance (Aetna):		
· Fall Undergraduate (8/21/20 - 12/31/20)	720	653
· Spring/Summer Undergraduate (1/1/21 -5/31/21)	818	746

THE COLLEGE OF NEW JERSEY
SUMMER 2021 TUITION AND FEES

Undergraduate In-State

Units	TCNJ Students	Visiting Students
0.25	$ 468.40	$ 553.40
0.50	$ 936.80	$ 1,021.80
0.75	$ 1,405.20	$ 1,490.20
1.00	$ 1,873.60	$ 1,958.60
1.25	$ 2,342.00	$ 2,427.00
1.50	$ 2,810.40	$ 2,895.40
1.75	$ 3,278.80	$ 3,363.80
2.00	$ 3,747.20	$ 3,832.20
2.25	$ 4,215.60	$ 4,300.60
2.50	$ 4,684.00	$ 4,769.00
2.75	$ 5,152.40	$ 5,237.40
3.00	$ 5,620.80	$ 5,705.80

Above based on the following per quarter unit costs:
Tuition $468.40
Visiting student's total includes a $75.00 Visiting Fee
plus $10.00 Card Service Fee

Undergraduate Out-of-State

Units	TCNJ Students	Visiting Students
0.25	$ 624.38	$ 709.38
0.50	$ 1,248.76	$ 1,333.76
0.75	$ 1,873.14	$ 1,958.14
1.00	$ 2,497.52	$ 2,582.52
1.25	$ 3,121.90	$ 3,206.90
1.50	$ 3,746.28	$ 3,831.28
1.75	$ 4,370.66	$ 4,455.66
2.00	$ 4,995.04	$ 5,080.04
2.25	$ 5,619.42	$ 5,704.42
2.50	$ 6,243.80	$ 6,328.80
2.75	$ 6,868.18	$ 6,953.18
3.00	$ 7,492.56	$ 7,577.56

Above based on the following per quarter unit costs:
Tuition $624.38
Visiting student's total includes a $75.00 Visiting Fee plus
$10.00 Card Service fee

Graduate In-State

Credit Hours	TCNJ Students	Visiting Students
0.5	$ 403.30	$ 488.30
1	$ 806.60	$ 891.60
2	$ 1,613.20	$ 1,698.20
3	$ 2,419.80	$ 2,504.80
4	$ 3,226.40	$ 3,311.40
5	$ 4,033.00	$ 4,118.00
6	$ 4,839.60	$ 4,924.60
7	$ 5,646.20	$ 5,731.20
8	$ 6,452.80	$ 6,537.80
9	$ 7,259.40	$ 7,344.40
10	$ 8,066.00	$ 8,151.00
11	$ 8,872.60	$ 8,957.60
12	$ 9,679.20	$ 9,764.20

Above based on the following per credit costs:
Tuition $806.60
Visiting student's total includes a $75.00 Visiting Fee
plus $10.00 Card Service Fee

Graduate Out-of-State

Credit Hours	TCNJ Students	Visiting Students
0.5	$ 537.60	$ 622.60
1	$ 1,075.20	$ 1,160.20
2	$ 2,150.40	$ 2,235.40
3	$ 3,225.60	$ 3,310.60
4	$ 4,300.80	$ 4,385.80
5	$ 5,376.00	$ 5,461.00
6	$ 6,451.20	$ 6,536.20
7	$ 7,526.40	$ 7,611.40
8	$ 8,601.60	$ 8,686.60
9	$ 9,676.80	$ 9,761.80
10	$ 10,752.00	$ 10,837.00
11	$ 11,827.20	$ 11,912.20
12	$ 12,902.40	$ 12,987.40

Above based on the following per credit costs:
Tuition $1,075.20
Visiting student's total includes a $75.00 Visiting Fee plus
$10.00 Card Service Fee

WINTER "J-TERM"
TUITION AND FEE RATES
FISCAL YEAR 2020

Course Cost - Undergraduate – 1 Unit

Description	Amount
Tuition (In-State and Out-of-State)	$1,878.20
Total	**$1,878.20**

Course Cost - Undergraduate – .75 Units

Description	Amount
Tuition (In-State and Out-of-State)	$1,408.65
Total	**$1,408.65**

Course Cost – Undergraduate - .5 Units

Description	Amount
Tuition (In-State and Out-of-State)	$939.10
Total	**$939.10**

Course Cost - Graduate – 3 Credits

Description	Amount
Tuition (GIS and GOS)	$2,425.74
Total	**$2,425.74**

NOTE:

1. Students will be charged an In-State tuition and fee rate regardless of residency status
2. Visiting students ***will not be*** charged a visiting student's fee

..\..\Board Meetings\2017 Board Meetings\July 2017\Fee Schedules\Tuition and Fee Rates - Winter 2018.docx

Resolution Approving The College of New Jersey
Fines, Penalties and Other Charges
for Faculty, Staff, Students, and Visitors

Whereas: Title 18A of the New Jersey statutes vests the government, control, conduct, management and administration of the College in the Board of Trustees of the College; and

Whereas: Title 18A of the New Jersey statutes provides that the Board of Trustees has general supervision over and is vested with the conduct of the College, including the power and duty to manage and maintain the College's properties and with the power and duty to regulate parking on the College's property; and

Whereas: In order to ensure that the College provides efficient and effective services to members of the campus community and our visitors, other charges and fines are necessary and appropriate.

Whereas: Campus parking penalties and other Fines and Charges, which are applicable to faculty, staff, students and visitors, have been reviewed for Academic Year 2020-2021.

Therefore Be It Resolved: That the Board of Trustees approves the imposition of parking penalties, charges for requested services and fines on faculty, staff, student, and visitors for specified services and violations of the College's parking and other regulations; and

Be It Further Resolved: Violations of the College's parking or other regulations shall be issued by the College's Campus Police or other appropriate department and fines shall be collected by College employees designated by the College's administration; and

Be It Further Resolved: Charges related to requested services shall be issued by the appropriate department and shall be collected by College employees designated by the College's administration; and

Be It Further Resolved: That the Board of Trustees approves the following fines and charges for Academic Year 2020-2021:

Charges, Fines and Parking Penalties
Academic Year 2020-2021
Campus Parking Penalties

Parking Violation	Fine/Penalty
Improper parking	$25.00
Parking in an unpaved area	$25.00
Parking in a "Caution Area"	$25.00
Improperly mounted decal	$25.00
Parking in a No Parking zone	$25.00
Exceeding 15 Minute Time Limit	$25.00
Altered decal/pass	$50.00
Obstructing traffic	$50.00
Obstructing dumpster	$50.00
Illegal entry into lots	$50.00
Parking in a loading area	$50.00
Parking on a walkway/sidewalk	$50.00
Parking in the roadway	$50.00
Parking in a Faculty/Staff lot without proper decal or permit displayed	$50.00
Parking in a Visitor/Vendor spot without proper decal or permit displayed	$50.00
Parking in a Service Vehicle spot without proper decal or permit displayed	$50.00
Not parked in Assigned Lot as per decal displayed	$50.00
Parking in a fire zone	$100.00 + Tow
Parked in a handicapped space	$250.00 + Tow
Fraudulent use of decal or reproduction of decal	Cost of the highest decal + Boot + Revocation of parking privileges for the balance of the semester, as well as for the following academic semester
Parking in a designated winter restriction lot during the designated winter restriction period (as per campus email)	*1St Offense:* $50.00 *2nd Offense:* $50.00 + Boot *3rd Offense:* $50.00 + Boot + Revocation of parking privileges for the balance of the semester, as well as for the following academic semester
Vehicle operators who have three or more outstanding unpaid parking violations (not including tickets issued, for a period of 24 hours)	Boot + Cost of all tickets

Vehicle operators who receive six violations or more in one academic semester will lose parking privileges on campus for the balance of the semester, as well as for the following academic semester.	On receipt of the *sixth* violation: Boot + Cost of all tickets + Revocation of parking privileges for the balance of the semester, as well as for the following academic semester. If vehicle operator is a student, his/her name will be submitted to Student Affairs for student conduct.

Additional Fees:

Boot Removal Fee	$50.00 + Cost of all tickets
Towing/Storage Fee	Established by towing company
Municipal Summons Fines/Penalties	Established by Ewing Township

Citations Appeals Board continues to have the authority to reduce a fine (rather than uphold or dismiss) based on the appeal provided to this group.

Service Charges

Diploma Replacement Charge	$20.00
Credential Services Charge	$3.00
Res. Net Software Services including: Operating System, New Application, and Virus Software Installation, Virus and Spyware Removal and General Trouble Shooting Res. Net Hardware Services including: PCI Card, Memory and Hard Drive Installation	$15.00
Res. Net Data Migration Services Res. Net Data Recovery	$30.00
Credit by Exam Fee – One Course Unit	$66.84
Print Sense	5¢ per page for printing

Other Fines/Charges

Late Registration Fine	UG $150.00 Grad $125.00
Late Bill Payment Monthly Fine for Balances over $,1000	Fine equal to the greater of $25 or a flat amount calculated by multiplying 1.5% by the outstanding balance
Bad Check Fine/Insufficient funds	$25

Return ACH PMT (A/C not found)	$10
Lost ID Card Fine	$10
Late Graduation Filing Fine	$35
Emergency HELP Loan Per Month Late Fine	$50
Pre-Entrance Health Requirement Late Fine	$50

Library Fines/Charges

Overdue Fines	$0.50/day
Overdue Reserves Fines	$1.00/hour
Lost Book Charges	current cost of item or $50.00
Membership Charge – individual	$25.00/year
Membership Charge - institution	$75.00/year

Housing Cancellation Fee – Fall 2020 Rate Schedule

Contract cancellations Prior to 8/10/20	$0
Contract cancellations 8/11/20-9/2/20	$750
Contract cancellations 9/3/20-9/15/20	25% term housing charge
Contract cancellations 9/16/20-9/29/20	50% term housing charge
Contract cancellations 9/30/20 and after**	100% term housing charge

*All contract release requests received after 9/30/20 will be reviewed for a contract release for the spring semester.

Housing Cancellation Fee – Spring 2021 Rate Schedule

Contract cancellations prior to 1/11/21	$0
Contract cancellations 1/12/21-2/2/21	$750
Contract cancellations 2/3/20-2/15/21	25% term housing charge
Contract cancellations 2/16/21-3/1/21	50% term housing charge
Contract cancellations 3/2/21 and after	100% term housing charge

Resolution Approving Waivers
Of Advertising
For College Business Purposes
(Audit, Risk Management and Compliance Committee)

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of $34,400, and

Whereas: The Law provides that such waivers shall be approved by The College of New Jersey Board of Trustees, and

Whereas: Waiver requests have been reviewed and are recommended by the Audit, Risk Management and Compliance Committee, a subcommittee of The College of New Jersey Board of Trustees,

Therefore, Be It Resolved: The College of New Jersey Board of Trustees approves waivers to the following vendors for purposes as designated herein:

VENDOR	PURPOSE	FUNDING SOURCE
Aetna $838,770	Student Health Insurance	Student Charges
Borden Perlman $136,312	Athletic Accident Insurance	College Operating
FM Global $3,647,077	All Risk Property Insurance Purchases for New Jersey Association of State Colleges and Universities Member Institutions	College Operating
Mercer Consumer/Liberty International Underwriters $42,873	Student Professional Liability Insurance for New Jersey Association of State Colleges and Universities Member Institutions	College Operating
Willis Towers Watson/ Willis of New Jersey, Inc. $37,682	Executive Automobile Insurance Purchases for New Jersey Association of State Colleges and Universities Member Institutions	College Operating
Baker Tilly $100,000	Internal Audit Services	College Operating