

**The College of New Jersey
Board of Trustees
February 25, 2025**

**Brower Student Center 224/225
Minutes of the Public Meeting**

To view the full agenda including attachments, please visit <https://trustees.tcnj.edu/meeting-agendas-minutes/>

Present: Rebecca Ostrov, Chair; Carl Gibbs, Vice Chair; James Allen; Rosie Hymerling; Sumit Mukherjee; Priscilla Nunez; Allen Silk (via telephone); Tammy Tibbetts; Treby Williams (via telephone); AnnMarie Ekladios, Student Trustee; Matt Bender, Faculty Representative to the Board; Desi Fioravanti, Staff Representative to the Board; Raj Manimaran, Staff Representative to the Board; M

Not Present: Kevin Drennan; Eleanor Horne; Brian Markison; James Schulz; Maddie Urbish; Kevin Janas, Alternate Student Trustee; Trevor O’Grady, Faculty Representative to the Board;

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 Ms. Hymerling, seconded by Ms. Nunez, that the Board go into closed session to discuss personnel matters including Faculty New Appointments – Clinical Specialist/Lecturer, New Appointments – Temporary, Reappointments – Temporary, Promotions, Sabbaticals; Staff New Appointments, Change of Status, Retirements-Emeritus; pending litigation including: TCNJ v. PSE&G; Nonna Sorokina v. TCNJ; "John Doe" v. TCNJ et al.; Scott Madlinger v. TCNJ; "Jane Doe" v. TCNJ; Timothy Daly v. TCNJ; anticipated litigation, items exempt under the Open Public Meetings Act.

III. Closed Session

IV. Resumption of Public Session

V. Approval of the Minutes of the October 1, 2024 and December 3, 2024 Public Meetings

It was move by Ms. Hymerling, seconded by Mr. Allen, that the minutes be approved. The motion passed unanimously.

VI. Report of Board Officers

A. Appointment of the Board Officers Nominating Committee

Chairman Gibbs reported that the following trustees have been appointed to the Board Officers Nominating Committee:

Treby Williams, Chair
James Allen
Allen Silk
Madeline Urbish

VII. Report of the President

President Bernstein gave his report.

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

No report provided.

IX. Report of the Trustee Member of the TCNJ Foundation

Trustee Tibbetts reported for Mr. Silk.

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

Ms. Hymerling provided her report.

XI. Report of the Trustee Member of the Trenton State College Corporation

Trustee Ostrov reported for Trustee Markison.

XII. New Business

A. Report of the Executive Committee

1. Faculty – New Appointments – Clinical Specialist/Lecturer, New Appointments – Temporary, Reappointments – Temporary, Promotions, Sabbaticals -- Attachment A

It was move by Ms. Ostrov, seconded by Ms. Nunez, that the minutes be approved. The motion passed unanimously.

2. Staff – New Appointments, Change of Status, Retirement- Emeritus– Attachment B

It was move by Ms. Hymerling, seconded by Ms. Nunez, that the minutes be approved. The motion passed unanimously.

3. Resolution Honoring Brian Markison for Service to The College of New Jersey Board of Trustees - Attachment C

It was move by Ms. Ostrov, seconded by Ms. Nunez, that the minutes be approved. The motion passed unanimously.

B. Report of the Mission Fulfillment Committee

Trustee Allen reported for the committee in the absence of Trustee Schulz.

1. Resolution Approving a Revised Policy for Program Closure – Attachment D

It was move by Ms. Nunez, seconded by Ms. Hymerling, that the minutes be approved. The motion passed unanimously.

2. Resolution Approving the Safety of Minors on Campus Policy – Attachment E

It was move by Ms. Ostrov, seconded by Ms. Nunez, that the minutes be approved. The motion passed unanimously.

3. Resolution Approving a Revised Reappointment and Promotions Document – Attachment F

It was move by Ms. Hymerling, seconded by Ms. Nunez, that the minutes be approved. The motion passed unanimously.

4. Resolution Approving a Bachelor of Science in Inclusive Elementary and Early Childhood Education – Attachment G

It was move by Ms. Nunez, seconded by Ms. Ostrov, that the minutes be approved. The motion passed unanimously.

C. Report of the Inclusive Excellence Committee

Trustee Nunez reported for the committee.

D. Report of the Business and Infrastructure Committee

Trustee Ostrov reported for the committee in the absence of Trustee Markison.

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

It was move by Mr. Allen, seconded by Ms. Hymerling, that the minutes be approved. The motion passed unanimously.

2. Resolution Approving Waivers of Advertising (Facilities and Construction) – Attachment I

It was move by Ms. Nunez, seconded by Ms. Hymerling, that the minutes be approved. The motion passed unanimously.

3. Resolution Approving Capital Project Budgets Over \$1 Million – Attachment J

It was move by Ms. Ostrov, seconded by Mr. Allen, that the minutes be approved. The motion passed unanimously.

E. Report of the Advancement Committee

Trustee Tibbetts reported for the committee. (Trustee Silk on the telephone)

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

Trustee Nunez reported for the committee (Trustee Williams on the telephone)

1. Resolution to Accept Fiscal Year 2024 Audited Financial Statements – Attachment K

It was move by Mr. Allen, seconded by Ms. Hymerling, that the minutes be approved. The motion passed unanimously.

2. Resolution Approving Waivers of Advertising for College Business Purposes – Attachment L

It was move by Ms. Hymerling, seconded by Mr. Allen, that the minutes be approved. The motion passed unanimously.

XIII. Adjournment

It was move by Ms. Hymerling, seconded by Mr. Allen, that the following resolution be approved. The motion passed unanimously.

Be It

Resolved: That the next public meeting of The College of New Jersey Board of Trustees, the annual tuition hearing, will be held on Thursday, May 1, 2025, at a time and location to be announced.

Be It

Further

Resolved: That this meeting be adjourned.

Respectfully Submitted by:

A handwritten signature in black ink, reading "Heather M. Fehn". The signature is written in a cursive style with a large, stylized 'H' and a long, sweeping underline.

Heather M. Fehn
Vice President, Chief of Staff and
Secretary to the Board of Trustees

New Appointments – Faculty – Clinical Specialist/Lecturer

Gwen Torrens	Clinical Specialist Nursing Effective: January 11, 2025 – June 12, 2026
--------------	---

New Appointments – Faculty – Temporary

Kaitlynn Cornell-Mullane	Assistant Professor Online Counselor Education Effective: January 11, 2025 – June 13, 2025
--------------------------	--

Sunyoung Lee	Assistant Professor Mechanical Engineering Effective: January 11, 2025 – June 13, 2025
--------------	--

Lori Stens	Instructor Nursing Effective: January 11, 2025 – June 13, 2025
------------	--

Theresa Soya	Assistant Professor Public Health Effective: February 8, 2025 – June 13, 2025
--------------	---

Felicia Stewart	Instructor Nursing Effective: January 11, 2025 – June 13, 2025
-----------------	--

Tracy Thompson	Assistant Professor Criminology Effective: January 11, 2025 – June 13, 2025
----------------	---

Reappointments – Faculty – Temporary

Amanda Borgstrom	Instructor Nursing Effective: January 11, 2025 – June 13, 2025
------------------	--

Wendy Massaro-Johnson	Instructor Nursing Effective: January 11, 2025 – June 13, 2025
-----------------------	--

Promotions - Faculty - Effective September 1, 2025

Professor

Zakiya Adair	African American Studies
Laura Bruno	Kinesiology and Health Sciences
Angela Capece	Physics
Jonathan Davis	Secondary Education
Leigh-Anne Francis	Women's, Gender, and Sexuality Studies
Joanna Herres	Psychology
Yifeng Hu	Communication, Journalism, and Film
Tanner Huffman	Integrative STEM Education
David Mazeika	Criminology
Nina Pcel	Biology
Aimee Stahl	Psychology
Kathleen Webber	Communication, Journalism, and Film

February 25, 2025

Sabbaticals - Faculty

Jason Alejandro	Design and Creative Technology Effective: Fall 2025
David Blake	English Effective: FY26
Sharif Mohammad Shahnewaz Ferdous	Computer Science Effective: FY26
Lauren Foxworth	Special Education Language and Literacy Effective: Fall 2025
Brian Girard	Secondary Education Effective: FY26
Michael Horst	Civil Engineering Effective: Spring 2026
Tae-Nyun Kim	Finance Effective: Fall 2025
Lisa LaJevic	Art and Art Education Effective: FY26
John Leonard	Music Effective: Fall 2025
David McGee	Physics Effective: FY26
David Murray	Library Effective: Fall 2025

February 25, 2025

Sabbaticals – Faculty (continued)

Trevor O'Grady	Economics Effective: FY26
Adaurennaya Onyewuenyi	Psychology Effective: FY26
Alan Richards	Physics Effective: Fall 2025
Catherine Rosemurgy	English Effective: FY26
Nicholas Toloudis	Political Science Effective: FY26
Thulsi Wickramasinghe	Physics Effective: FY26
Mark Woodford	Counselor Education Effective: FY26

New Appointments – AFT Staff

Tia Epps	Professional Services Specialist IV Residential Education & Housing Effective: January 6, 2025
Conner Gilson	Professional Services Specialist IV Athletics Effective: December 2, 2024
Alicia King	Professional Services Specialist IV Dean of Education Effective: February 22, 2025
Melissa Meagher	Professional Services Specialist III Graduate, Global, & Online Education Effective: January 11, 2025

Change of Status – AFT Staff

Kevin Little	Enterprise Infrastructure From: Professional Services Specialist III To: Professional Services Specialist II Effective: February 8, 2025
--------------	---

Retirements – Emeritus

Mary Sanders	Communications Marketing & Branding Effective: January 1, 2025
Alan Amtzis	School of Education Effective: February 1, 2025
John Donohue	College Advancement Effective: January 1, 2025
Marlena Frackowski	Library Effective: February 1, 2025
Audrey Perrotti	Student Affairs Effective: February 1, 2025
James Spencer	College Advancement Effective: January 1, 2025

February 25, 2025

**The College of New Jersey
Resolution Honoring
Mr. Brian Markison
for Service to the Board of Trustees**

- Whereas:** Mr. Brian Markison was appointed to The College of New Jersey Board of Trustees in January 2012 and has since demonstrated exceptional dedication and service; and
- Whereas:** Throughout his tenure Mr. Markison rotated through every board committee and served in leadership positions on the Business and Infrastructure and Audit, Risk Management and Compliance Committees; and
- Whereas:** Mr. Markison has been a strong advocate for state investment in higher education facilities and has played an instrumental role in the planning, development, and enhancement of the campus' facilities; and
- Whereas:** Mr. Markison played a key role in the success of the college's first-ever Pharma/Biotech Symposium, an initiative that brought together students from across disciplines to engage with industry leaders, gain invaluable insights, and explore career opportunities in the pharmaceutical and biotechnology sectors; and
- Whereas:** Mr. Markison served as the Board's liaison to the Trenton State College Corporation providing important insight and facilitating information sharing between the two boards; and
- Whereas:** Mr. Markison has generously supported important institutional initiatives, scholarships, and programs, including TCNJ athletics, appreciating the role that sports play in student development, school spirit, and overall campus culture.
- Therefore,
Be It
Resolved:** That The College of New Jersey Board of Trustees expresses our deepest appreciation and gratitude to Mr. Brian Markison for his years of dedicated service, leadership, and philanthropy.

February 25, 2025

**The College of New Jersey Board of Trustees
Resolution Approving a Revised Policy for
Program Closure**

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 Program Closure Procedure policy in 2018; and

Whereas: The Committee on Strategic Planning and Priorities has recommended revisions to clarify this procedure; and

Whereas: These changes include expanded definitions and clarification of terms, and the addition of parallel language in the non-academic unit and academic unit closure processes; and

Whereas: Review of this policy has followed the steps of the TCNJ governance process and included feedback from campus constituents.

**Therefore,
Be It**

Resolved: That the attached revised policy be approved and replace all previous documents.

February 25, 2025

To: Steering Committee

From: Committee on Strategic Planning and Priorities (CSPP)

Date: June 20, 2024

Re: Final recommendations on review of Program Closure Procedure Policy

On September 20, 2023, Steering sent a charge to CSSP to review the Program Closure Policy as part of the five year review process of college wide policies. Steering asked CSPP to determine if the policy is consistent with current practice and to make needed updates. A subcommittee of CSPP members reviewed the policy and made changes to the policy. The initial recommendations were reviewed by all CSPP members and the changes made were deemed significant enough for feedback from the campus. The revised policy document, along with an itemized list of all changes to the original policy was sent out for campus testimony via an electronic Google survey. We received 15 responses from the campus. CSPP members revised the preliminary document to address the feedback from campus constituents to create the final recommendation. We also consulted with the office of the general counsel to finalize the language in the document as it pertains to faculty and staff finding opportunities in similar functions at the college. The campus testimony collected asked for minor clarifications to the policy. Below is a summary of the substantive feedback and replies to the feedback received.

- 1) We added in language in the non-academic unit section to parallel the academic program closure providing an opportunity for staff to move to other positions with similar function (subject to position availability in accordance with relevant collective bargaining agreement).
- 2) A two-week timeframe was added for the department to respond to the Dean's proposal.
- 3) We added (in 3c) "and/or overlapping field" to "similar function". We recognize that some faculty and staff have unique training that would mean that they would need to move to a position in an overlapping field.
- 4) We added "in consultation with the dean" to the preamble to section 2 to avoid the president or provost closing an academic program without consulting a dean.
- 5) In a1e, we defined "timely" as "within one year of a student's anticipated graduation date".

We provide here a copy of the final recommendation approved by CSPP on the Program/Unit Closure Procedure Policy. Review of this policy has followed the steps of the TCNJ governance process.

Section:	II.1.33	
Title:	Program closure/unit - procedure	
Effective Date:		
Approved By:	Board of Trustees	
Responsible Unit:	Academic Affairs (609) 771-3080; academic@tcnj.edu	
Related Documents:	N/A	
History:		
<u>Version</u>	<u>Date</u>	<u>Notes</u>
4.0	TBD	Revised
3.0	July 10, 2018	Revised
2.0	June, 2006	Revised
1.0	December, 2005	New Policy; initial release

I. INTRODUCTION

This policy includes the criteria for the Closure of Academic Programs and Non-Academic Programs/Units.

II. DEFINITIONS

Academic Program – For the purpose of this document, academic programs are defined as majors, minors, interdisciplinary or disciplinary concentrations, certificate programs, graduate programs, or college services whose expressed primary function is to deliver transcribed TCNJ academic courses. Librarians are considered to be faculty in this document.

- a. "Degree Program" refers to any program of study leading to the awarding of an academic degree, such as a baccalaureate degree or a master's degree.
- b. Other academic programs that require institutional review and approval, including minors, concentrations, and certificates.

Non-Academic Program/Unit – For the purpose of this document, non-academic programs/units are defined as those which support the functions of the college but that are not involved directly in the delivery of instruction.

III. POLICY

Because of the potentially serious impact of closing an academic program or a non-academic program on employees of The College of New Jersey (TCNJ) as well as on students, the decision to take any such actions must be done in a deliberate

and consultative manner. This document is intended to ensure that all critical factors are considered when the process of closing a program is initiated. All decisions will be communicated in writing and be publicly available.

The following principles, listed in order of importance, should guide such decisions:

- Preserve the health, safety, and security of our students, faculty, staff, and visitors.
- Preserve the integrity and excellence of the educational programs and services through which the College realizes its mission.
- Preserve the institutional integrity of the College, including our obligations to staff, faculty, and students (e.g., scholarships).

A) Academic Programs

1) *Guidelines for Academic Program Discontinuation:* The process for academic program discontinuation should roughly parallel that which was followed for approval. To this end:

- a) Those programs that were approved at the department or program level, such as course sets, would be dissolved at that level. However, the closure should be communicated and justified to the campus community.
- b) Those programs that initially needed dean's and/or school-wide approval, such as specializations or tracks, should be discontinued with dean or school-wide committee approval.
- c) Those programs that initially needed shared governance and provost review and approval, such as minors and certificates, should only be discontinued with provost approval.
- d) For those programs that initially needed trustee approval, such as degree programs, should only be discontinued with trustee approval. . Before making an official recommendation to discontinue a board-approved program, the dean and/or provost will meet with that department as a whole to discuss the recommendation. Prior to such a meeting, the dean will identify all faculty and staff who would be affected if the academic program is closed. Only after such a meeting is held will the program closure process begin.
- e) In the event of closing a degree program or applicable certificate program, the College must ensure that those students already enrolled in the program are able to complete the program in a timely fashion.

2) *Process for Discontinuing Board-Approved Programs* ***Step 1: Initial Program Closure Proposal***

In what follows, it is assumed that a dean initiates the process for closure. This process might also be initiated by the provost or president. The dean makes a recommendation to the department to discontinue a program, such as a degree program as defined above, including a rationale and pertinent data substantiating the need for program closure.

Step 2: Review

The president, the provost, and CSPP review the initial proposal and consider whether program closure is consistent with the College's mission and strategic plan. The president and the provost make a preliminary recommendation, taking into account the recommendation of CSPP. Approval of the initial proposal for closure signals the dean to begin developing a fuller proposal.

Step 3: Full Program Closure Proposal & Response

- a) The dean develops a proposal that addresses all of the following:
 - i. Level of conformity with the mission, goals, and character of the College.
 - ii. Level of demand for the degree program.
 - iii. Degree to which the educational experience (e.g. instruction, mentoring support, advising, etc.) is being provided as efficiently as possible.
 - iv. Level of ability to attract qualified faculty and staff to deliver the program.
 - v. Changes in external accreditation or credentialing requirements.
 - vi. Impact of closure on faculty, staff, and students.
 - vii. Ramifications for external constituents (alumni, state decision-makers, etc.) of program closure.
 - viii. Impact of closure on the reputation and strategic position of the College.
- b) The dean forwards the full proposal to the department to discontinue a program. Department/Program responds to the dean.

The department's/program's response will include a detailed plan for the future role of all faculty and/or other employees currently considered to be part of that department/program. In addition, the department/program notifies these employees that the program might be closed. The Administration recognizes the critical importance of this for all faculty/staff and the significance of ensuring that they will have the opportunity to continue contributing to the mission of TCNJ after any formal action takes place.

- c) Any faculty/staff member in such a situation will have the opportunity, in accordance with relevant collective bargaining agreements, either to move to another department or academic unit with a similar function to the one being phased out or to another available position at TCNJ for which they are qualified at the same level as their current position.

Step 4: College Governance

- a) The full proposal and departmental/program response are submitted to CAP for final concurrence or non-concurrence with the proposal. The dean will be present at the CAP meeting when the final recommendation is discussed. The chair of the affected department and all members of the program being reviewed for discontinuation will be invited to CAP to provide information and answer questions about the recommendation. The report from the dean must include consultation with stakeholders affected by the program closure.
 - b) Once CAP has responded to the recommendation, the dean will make a final recommendation. This will be sent to the provost along with the response from CAP and the departmental/program response.
 - c) The provost will review the dean's recommendation along with the departmental/program response and the response from CAP. The provost then makes a recommendation to the president.
 - d) The president will review the provost's recommendation. If the president recommends discontinuation, they will inform the Board of Trustees of their intention to recommend that the program be discontinued.
 - e) The provost identifies those campus constituents, such as records and registration, admissions, etc., who need to be informed in the event of program closure.
 - f) Within a specified period of time, the president makes a recommendation to discontinue the program to the Board of Trustees for action. Since decisions to discontinue any program may involve personnel evaluations, the administration has a responsibility to maintain confidentiality of those aspects of its discussions.
 - g) The Board of Trustees acts on the recommendation to discontinue.
 - h) Subsequent to Board action, the Office of the Secretary of Higher
-

Education and the New Jersey Presidents' Council's Academic Issues Committee are both notified of the program discontinuation action.

- i) The provost informs all relevant campus constituents.

B) Non-Academic Programs/units

- 1) ***Closure Criteria:*** The following should be taken into consideration before initiating the process of closing a non-academic program:
 - a) Level of conformity with the mission, goals, and character of the College.
 - b) Level of demand for services.
 - c) Degree to which services are being provided as efficiently as possible.
 - d) Level of ability to attract qualified personnel to staff the program/unit.
 - e) Changes in external accreditation or credentialing requirements.
 - f) Impact of closure on staff, students, and faculty.
 - g) Ramifications for external constituents (alumni, state decision-makers, etc.) of program closure.
 - h) Impact of closure on the reputation and strategic position of the college.
 - 2) ***Guidelines for Non-Academic Program/Unit Discontinuation:*** As for academic programs, the process for non-academic program/unit closure should roughly parallel that which was followed for approval. For those programs/units that needed trustee or central administration approval at the outset, the following procedure should be followed.
 - 3) ***Process for Discontinuing Board- or Central Administration-Approved Non-Academic Programs/Units***
 - a) After preliminary discussion between individual(s) advocating the recommendation and the supervisor, an agreement is reached to move toward program/unit closure. The supervisor of a specific administrative area, prior to making an official recommendation to the appropriate executive staff member or cabinet member to discontinue a program/unit, will meet with those members of the department/unit responsible for promoting/providing the services found within that program/unit to discuss the supervisor's impending recommendation.
 - h) The department/unit will be given the opportunity to respond to the supervisor in writing and may meet with the supervisor to discuss alternatives to program/unit closure.
-

- c) The supervisor's recommendation for program/unit closure is sent to the appropriate executive staff member or cabinet member, providing a summary of factors leading to the recommendation. An executive staff member or cabinet member could make the recommendation directly to the president.
 - d) Upon review, the executive staff member or cabinet member will make a final recommendation to the president.
 - e) Should the executive staff member/cabinet member recommend the discontinuation of any program/unit, the president will review this recommendation, and if they concur, will inform the Board of Trustees of their intention to recommend the program/unit be discontinued.
 - f) Within a specified period of time, the president makes a recommendation to discontinue the program/unit to the Board of Trustees for action. Since decisions to discontinue any program/unit may involve personnel evaluations, the administration has a responsibility to maintain confidentiality of those aspects of its discussions.
 - g) The Board of Trustees acts on the recommendation to discontinue.
 - h) The executive staff member/cabinet member informs all relevant campus constituents.
-



TCNJ

THE COLLEGE OF NEW JERSEY

Section:	II.1.33	
Title:	Program closure/ <u>unit</u> - procedure	
Effective Date:	July 10, 2018	
Approved By:	Board of Trustees	
Responsible Unit:	Academic Affairs (609) 771-3080; academic@tcnj.edu	
Related Documents:	N/A	
History:		
<u>Version</u>	<u>Date</u>	<u>Notes</u>
4.1	TBD	Revised
3.0	July 10, 2018	Revised
2.0	June, 2006	Revised
1.0	December, 2005	New Policy; initial release

I. INTRODUCTION

This policy includes the criteria for the Closure of Academic Programs Academic Centers and Non-Academic Programs/Units.

II. DEFINITIONS

Academic Program – For the purpose of this document, academic programs are defined as majors, minors, ~~course sets, interdisciplinary or disciplinary concentrations, certificate programs, graduate programs, or college services~~ whose expressed primary function is to deliver transcribed TCNJ academic courses. Librarians are considered to be faculty in this document.

- a. "Degree Program" refers to any program of study leading to the awarding of an academic degree, such as a baccalaureate degree or a master's degree.
- b. Other academic programs that require institutional review and approval, include of study, minors, concentrations, such as and certificate programs, are not considered degree programs and are covered by separate policies.
- c. Academic centers and institutes are – A center or institute is a units that focuses on sustained work..... in an area of interest to a department.

Non-Academic Program/Unit – For the purpose of this document, non-academic programs/units are defined as those which support the functions of the college but that are not involved directly in the delivery of instruction. They might include, but are not limited to, programs involved in student services such as financial services, card and parking services, safety, health and security, campus wellness, campus and community relations, campus planning and construction,

~~etc.~~

III. POLICY

Because of the potentially serious impact of closing an academic program or a non-academic program on employees of The College of New Jersey (TCNJ) as well as on students, the decision to take any such actions must be done in a deliberate and consultative manner. This document is intended to ensure that all critical factors are considered when the process of closing a program is initiated. All decisions will be communicated in writing and be publicly available. ~~Librarians are considered to be faculty in this document.~~

The following principles, listed in order of importance, should guide such decisions:

- Preserve the health, safety, and security of our students, faculty, staff, and visitors.
- Preserve the integrity and excellence of the educational programs and services through which the College realizes its mission.
- Preserve the institutional integrity of the College, including our obligations to staff, faculty, and students (e.g., scholarships).

A) Academic Programs

~~For the purpose of this document, academic programs are defined as majors, minors, course sets, interdisciplinary or disciplinary concentrations, certificate programs or college services whose expressed primary function is to deliver instruction or directly enhance or mentor student academic growth. The latter would include library services aimed at student learning and specific academic enhancement programs such as EOF or the Honors program.~~

1) *Guidelines for Academic Program Discontinuation:* The process for academic program discontinuation should roughly parallel that which was followed for approval. To this end:

- a) Those programs that were approved at the department or program level, such as course sets, would be dissolved at that level. However, the closure should be communicated and justified to the campus community.
 - b) Those programs that initially needed initial dean's and/or school-wide approval, such as specializations or tracks, should be discontinued with dean's or school-wide committee approval.
 - c) Those programs that initially needed shared governance and provost review and approval, such as minors and certificates, ~~central administration approval at the outset~~ should only be discontinued with ~~prior~~ central administration approval.
 - d) For those programs that initially needed trustee approval, such as degree programs, should only be discontinued with trustee
-

approval, at the outset, the procedure outlined in this document should be followed. Before making an official recommendation to discontinue a board-approved program, the dean and/or provost will meet with that department as a whole to discuss the recommendation. Prior to such a meeting, the dean will identify all faculty and staff who would be affected if the academic program is closed. Only after such a meeting is held will the program closure process begin.

- e) In the event of closing a degree program or applicable certificate program, closure the College must ensure that those students already enrolled in the program are able to complete the program in a timely fashion.
- f) Before making an official recommendation to discontinue a board-approved program, the dean or provost will meet with that department as a whole to discuss the recommendation. Prior to such a meeting, the dean will identify all faculty and American Federation of Teachers (AFT) professional staff who would be affected if the academic program is closed. Only after such a meeting is held will the program closure process begin.

- 2) ***Process for Discontinuing Board-Approved Programs:*** ~~In what follows, it is assumed that a dean initiates the process for closure. This process might also be initiated by the provost or president.~~

3)2)

Step 1: Initial Program Closure Proposal

In what follows, it is assumed that a dean initiates the process for closure. This process might also be initiated by the provost or president. The dean makes a recommendation to the department to discontinue a program, such as a degree program as defined above, including a rationale and pertinent data/statistics substantiating the need for program closure and for program closure.

Step 2: Review

The president, the provost, and CSPP review the initial proposal and consider whether program closure is consistent with the College's mission and strategic plan. The president and the provost make a preliminary recommendation, taking into account the recommendation of CSPP. Approval of the initial proposal for closure signals the dean to begin developing a fuller proposal.

Step 3: Full Program Closure Proposal & Response

- a) The dean develops a proposal that addresses all of the following:
 - i. Level of conformity with the mission, goals, and character of the
-

- College.
 - ii. Level of demand for the degree program~~field~~services.
 - iii. Degree to which the educational experience (e.g. instruction, mentoring support, advising, etc.)~~services~~ isare being provided as efficiently (e.g. instruction, mentoring support, advising, etc.)as possible.
 - iv. Level of ability to attract qualified faculty personnel and~~to~~ staff to deliver the program.
 - v. Changes in external accreditation or credentialing requirements.
 - vi. Impact of closure on faculty, ~~and~~ staff, and students.
 - vii. Ramifications for external constituents (alumni, state decision-makers, etc.) of program closure.
 - viii. Impact of closure on the reputation and strategic position~~status~~ of the College.
- b) The dean forwards the full proposal to the department to discontinue a program. Department/Program responds to the dean.

The department's/program's response will include a detailed plan for the future role of all faculty and/or other employees currently considered to be part of that department/program. In addition, the department/program notifies these employees ~~of the possibility that~~ the program might be closed. The Administration recognizes the critical importance of this for all faculty/~~AFT~~ professional staff and the significance of ~~ensuring~~ ensuring that they will have the opportunity to continue contributing to the mission of TCNJ after any formal action takes place.

- c) Any faculty ~~member/ or~~ professional staff member in such a situation will have the opportunity, in accordance with relevant collective bargaining agreements, either to move to another department or academic unit with a similar function to the one being phased out or to another available position at TCNJ for which they are qualified at the same level as their current position.

Step 4: College Governance

- a) The full proposal and departmental/program response are submitted to CAP for final concurrence or non-concurrence with the proposal. The dean will be present at the CAP meeting when the final recommendation is discussed. The chair of the affected department and all members of the program being reviewed for discontinuation will be invited to CAP to provide information and answer questions about the recommendation. The report from the dean must include consultation with stakeholders affected by the
-

program closure.

- b) Once CAP has responded to the recommendation, the dean will make a final recommendation. This will be sent to the provost along with the response from CAP and the departmental/program response.
- c) The provost will review the dean's recommendation along with the departmental/program response and the response from CAP. The provost then makes a recommendation to the president.
- d) ~~The president will review the provost's. Should the dean and provost recommend the discontinuation of any program, the president will review this recommendation. If the president recommends discontinuation occurs, s/he they~~ will inform the Board of Trustees of his/~~her~~their intention to recommend that the program be discontinued.
- e) The provost identifies those campus constituents, such as records and registration, admissions, etc., who need to be informed in the event of program closure.
- f) Within a specified period of time, the president makes a recommendation to discontinue the program to the Board of Trustees for action. Since decisions to discontinue any program may involve personnel evaluations, the administration has a responsibility to maintain confidentiality of those aspects of its discussions.
- g) The Board of Trustees acts on the recommendation to discontinue.
- h) Subsequent to Board action, the ~~NJ Commission on Higher Education~~Office of the Secretary of Higher Education and the New Jersey Presidents' Council's Academic Issues Committee are ~~both~~is notified of the program discontinuation action.
- i) The provost informs ~~all relevant~~those campus constituents identified in ~~step eight~~three.

B) Non-Academic Programs/units

For the purpose of this document, non-academic programs are defined as those which support the functions of the college but that are not

involved directly in the delivery of instruction. They might include, but are not limited to, programs

~~involved in student services such as financial services, food and parking services, safety, health and security, campus wellness, campus and community relations, campus planning and construction, etc.~~

- 1) **Closure Criteria:** The following should be taken into consideration before initiating the process of closing a non-academic program:
 - a) Level of conformity with the mission, goals, and character of the College.
 - b) Level of demand for services.
 - c) Degree to which services are being provided as efficiently as possible.
 - d) Level of ability to attract qualified personnel to staff the program/unit.
 - e) Changes in external accreditation or credentialing requirements.
 - f) Impact of closure on ~~tenured faculty and staff, students, and faculty.~~
 - g) Ramifications for external constituents (alumni, state decision-makers, etc.) of program closure.
 - h) Impact of closure on the reputation and strategic position ~~stature~~ of the college.
 - 2) **Guidelines for Non-Academic Program/Unit Discontinuation:** As for academic programs, the process for non-academic program/unit closure should roughly parallel that which was followed for approval. For those programs/units that needed trustee or central administration approval at the outset, the following procedure should be followed.
 - 3) **Process for Discontinuing Procedure ~~Policy Board- or Central Administration-Approved for~~ Non-Academic Programs/Units Closure**
 - a) After preliminary discussion between individual(s) advocating the recommendation and the supervisor, an agreement is reached to move toward program/unit closure. The supervisor of a specific administrative area, prior to making an official recommendation to the appropriate executive staff member or cabinet member to discontinue a program/unit, will meet with those members of the department/unit responsible for promoting/providing the services found within that program/unit to discuss the supervisor's impending recommendation.
 - b) The department/unit will be given the opportunity to respond to the supervisor in writing and may meet with the supervisor to discuss alternatives to program/unit closure.
 - c) The supervisor's recommendation for program/unit closure is sent to the appropriate executive staff member or cabinet member, providing a summary of factors leading to the recommendation. An executive staff member or cabinet member could make the recommendation directly to the president.
-

- d) Upon review, the executive staff member or cabinet member will make a final recommendation to the president.
- e) Should the executive staff member/cabinet member recommend the discontinuation of any program/unit, the president will review this recommendation, and if she/he/they concurs, will inform the Board of Trustees of her/his/their intention to recommend the program/unit be discontinued.
- e)f) Within a specified period of time, the president makes a ~~At the next scheduled Board meeting, the president makes a~~ recommendation to discontinue the program/unit ~~to the Board of Trustees for action~~. Since decisions to discontinue any program/unit may involve personnel evaluations, the administration has a responsibility to maintain confidentiality of those aspects of its discussions.
- f)g) The Board of Trustees acts on the recommendation to discontinue as appropriate.
- h) The executive staff member/cabinet member informs all relevant campus constituents.
- g) ~~Upon Board action, the executive staff member/cabinet member will submit formal notification of the reversal of funds for the budget under which the program/unit falls to the Office of Budget and Finance.~~
- h)i) After a program has been closed or discontinued, any budget requests submitted as an appeal for an eliminated program must be submitted through supplement reallocations with a description and justification for the request submitted to Budget and Finance by the supervisor or executive staff member/cabinet member for that budget.
-

**The College of New Jersey
Resolution of the Board of Trustees Approving
the Safety of Minors on Campus 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 *Safety of Minors on Campus* policy 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:** The proposed changes to the *Safety of Minors on Campus Policy* are moderate changes and have been developed under direction of the Vice President for Student Affairs and in collaboration with the college governance, and
- Whereas:** The nature of the proposed changes are significant enough to warrant a policy change,
- Therefore,**
- Be It Resolved:** That on February 25, 2025 the Board of Trustees of The College of New Jersey hereby approves the attached *Safety of Minors on Campus Policy*, for implementation upon approval.

February 25, 2025

MEMORANDUM

TO: Board of Trustees

FROM: Sean Stallings, Vice President for Student Affairs

RE: Student Affairs Policies

DATE: February 11, 2025

I write to give details regarding changes implemented for the *Safety of Minors on Campus Policy*. This policy is presented with minor changes. The Committee on Student and Campus Community (CSCC) solicited campus testimony proposed a number of updates to the policy noted below:

Noteworthy changes Safety of Minors on Campus Policy:

- Related documents that were found online are now linked in the policy.
- Minors on campus was capitalized throughout the policy.
- Clarified examples of covered programs (e.g. sports clinics) and short duration programs (Parent and Family Day).
- Clarified that Conference and Events Services (CES) establishes expectations for background checks with external groups and recommended that all on-campus units sponsoring programs that bring minors on campus should check with CES first to determine if they are properly protected and covered.
- Clarified responsibilities for Recognized Student Organizations as it pertains to the safety of minors on campus by registering programs.
- Clarified examples of reasonable and appropriate measures to ensure safety of Minors when one-on-one instruction is needed. These examples were taken from the Working with Minors Guidelines and Acknowledgements form.

Please see the final copy of the interim policy attached.

Status Active PolicyStat ID 14878923

4/24/2019 Area Student Affairs

1/31/2024

1/31/2024

1/31/2024

4/24/2024

Safety of Minors on Campus

I. INTRODUCTION

The College of New Jersey ("TCNJ" or "the College") welcomes the presence of minors who participate in College programs and visit and participate in activities on our campus. The College encourages safe, supervised campus visits by non-enrolled Minors for the purposes of making decisions about their academic future; attending educational, cultural, or sporting events, programs and camps; and participating in the authorized use of College facilities.

This policy sets forth the requirements for permitting these visits to be carried out in a safe and responsible manner. This policy includes the obligation to report known or suspected abuse or neglect of a Minor under applicable New Jersey law. In addition, this policy establishes certain screening, training and conduct requirements for Authorized Responsible Adults who are involved in College programs and activities that include Minors on campus.

This policy is not applicable to the Institutional Review Board requirements pursuant to Title 45 of the Code of Federal Regulations, Public Welfare, Section 46, Protection of Human Subjects.

II. DEFINITIONS

"Authorized Responsible Adult" - An individual, paid or unpaid, who interacts with, supervises, chaperones, or otherwise oversees Minors as part of a Covered Program. This includes but is not limited to (i) College faculty, staff, volunteers, graduate and undergraduate students, or interns; and (ii) non- College affiliated third party staff and volunteers (e.g., staff of a Licensee). The Authorized Responsible Adult role may include, but is not limited to, positions as counselors, chaperones, coaches, instructors, etc. An Authorized Responsible Adult must be at least eighteen (18) years of age. A Participant in a Covered Program is not an Authorized Responsible Adult for the purposes of this policy

"Covered Program" - A program, activity, or other event conducted on the College campus or by or on

behalf of the College (on or off campus), whether for academic, administrative, athletic, recreational or other purposes that serve and/or include the participation of Minors. A Covered Program includes events that are hosted by external entities and use College facilities. Examples of a Covered Program include, but are not limited to: summer residential housing programs, day camp activities, P-12 school events, and sports clinics.

A Covered Program does not include events that are open to the public, and which Minors may attend at the discretion of or with their parent(s) or guardian(s) (for example, a College athletic team event, a ticketed performance at Kendall Hall, etc.).

A Covered Program also does not include admissions tours and events or other public events of a short duration (e.g. Parent and Family Day); provided, however, that the program does not involve potential one-on-one contact with a Minor in private spaces, such as locker rooms, bathrooms or dorm rooms, or involve an overnight visit.

"Licensee" - Any outside entity that enters into a license agreement with the College for purposes of hosting a Covered Program.

"Minor" - A person under the age of eighteen (18) years, provided, however, that for purposes of this policy, an enrolled student at the College under the age of eighteen years ("Underage Student") shall not be considered a Minor.¹

"One-on-one contact" - Personal, unsupervised interaction between any Authorized Adult and a Minor participant without at least one other Authorized Responsible Adult, parent or legal guardian being present.

"Recognized Student Organizations" - A TCNJ student group recognized by the Student Government or Inter Greek Council; annually registered with the Division of Student Affairs; and in good standing in accordance with Student Organization Privileges and Responsibilities

"Sponsoring Unit" - The College academic, administrative or athletic unit, or (with the approval of the Division of Student Affairs) Recognized Student Organization; or Outside Entity or Licensee that uses campus space or facilities, for a Covered Program.

III. POLICY

A. Protection of Children on Campus

- i. Anyone who has an imminent concern for the safety of a Minor on campus or in a College Program must immediately call 911 or the Office of Campus Police Services and otherwise comply with the TCNJ Protection of Children on Campus Policy referenced in "Related Documents" section of this policy.

B. Bringing Students to Campus

- i. Any Sponsoring Unit bringing Minors on campus should consult with Conference and Events Services to determine whether their program is a Covered Program and to be advised of the steps needed to ensure compliance with this policy.

C. Registering a Covered Program

- i. If a Covered Program is not scheduled through Conference and Event Services ("CES"), it must be registered by a Sponsoring Unit recognized by the College through completion of the Minors on Campus Database Form ("MoCD") referenced in the "Related Documents" section of this policy. This must be done at least two weeks prior to the beginning of the program. On-going Covered Programs must register at least annually using the Minors on Campus Database Registration Form.
- ii. If a Covered Program is registered and successfully booked through CES, the Sponsoring Unit must complete a license agreement to use campus space or facilities through CES and comply with all requirements stated within that license agreement and within this policy for each Covered Program.
- iii. If a Covered Program is registered and successfully booked by a Registered Student Organization through the Student Scheduler, the Registered Student Organization must follow the Risk Reduction and Insurance Requirements for Events; in particular, distribution and collection of the Minors Waiver which will be provided by the Student Scheduler.

D. Requirements for Covered Programs Operated by an Academic, Administrative or Athletic Sponsoring Unit of the College

Sponsoring Units involved in Covered Programs shall ensure that Authorized Responsible Adults are properly screened and trained as detailed in this section. The Covered Program must comply with the following requirements:

- i. Sponsoring Units must coordinate a background investigation for each Authorized Responsible Adult in a Covered Program. The background investigation must include both a criminal background check and a sex offender registry check. If the background investigation or a self-report by an individual indicates a record of sexually-based offenses or any other crimes against minors, that individual is excluded from participating in the program. Other offenses will be reviewed on a case by case basis by the Vice President (or other highest-level manager) of the Sponsoring Unit and the Vice President for Student Affairs. An Authorized Responsible Adult must have an initial background investigation completed (or have had a background check within the last three years) and agree to promptly self-report any arrest or conviction for sexually-based offenses or any other crimes against minors and other felonies and misdemeanors once associated with a Covered Program and the background investigation must be repeated every 3 years if the Authorized Responsible Adult continues to affiliate with the Covered Program.
- ii. All Authorized Adults participating in a Covered Program are required to complete annual training on the conduct requirements of this policy and on required reporting of incidents of potential misconduct and/or abuse of a minor. All Authorized Adults must annually also read, understand, and sign a Working with Minors Guidelines and Acknowledgement Form ("Guidelines") found in the "Related Documents" section of this policy.

- iii. Whenever feasible, all activities involving Minors (with the exception of academic classroom activities) should be supervised by at least two or more Authorized Responsible Adults or by the Minor's parent(s) or legal guardian(s) at all times. Factors to consider in determining "adequate supervision" are the number and age of the Minors; the activity involved; type of housing, if applicable; and, the age and experience of the supervising Authorized Responsible Adults.
 - a. In some situations, private one-on-one instruction is the accepted standard in certain settings. In those situations, the Covered Program shall take reasonable and appropriate measures to ensure the safety of Minors. For example, reasonable and appropriate measures include meeting in a location observable by other Authorized Responsible Adults, parents, or guardians through an open door, an office window or in an outdoor/public location.
- iv. All Authorized Responsible Adults must comply with the behavior expectations included in the Guidelines, including the following:
An Authorized Responsible Adult must not:
 - a. Engage in intentional One-on-one Contact in a residential room, bathroom facility or similar area without an accompanying Authorized Responsible Adult, or parent/ guardian, in attendance except (i) under emergency circumstances or (ii) if documented disability accommodation is needed which requires such interaction, provided such accommodation is approved in writing by the Minor's parent or guardian.
 - b. Share residential room accommodations with the Minor, unless the Authorized Responsible Adult is the Minor's parent or guardian
 - c. Engage in abusive conduct of any kind toward, or in the presence of, a Minor. Further, an Authorized Responsible Adult must not strike, hit or administer physical punishment, or touch a Minor in an otherwise inappropriate manner, or use foul or sexually explicit language.
 - d. Provide tobacco, smoking or vaping products; alcohol; or illegal drugs to a Minor.
- v. The College recognizes the evolving reliance on electronic communication (e.g., email, text messaging, social media, etc.) and the interaction between those mediums and Covered Programs. Communication between Minors and Authorized Responsible Adults, outside of official program activities, is prohibited except under time-sensitive or other emergency situations (e.g., cancellation of a scheduled event). If there is a legitimate reason for such communication to occur, contact should be limited to topics related to the Covered Program and prior approval must be granted from the Minor's parent or guardian. Authorized Responsible Adults must include a third party (for example a second Responsible Authorized Adult or parent/guardian) as part of the conversation, when/if, electronic communications occur with Minors.

E. Medical and Emergency Care Requirements

- i. Sponsoring Units must ensure that all Minors in a Covered Program have a completed Waiver, Release, Indemnity, and Medical Authorization to Treat and Medical Information form on file. These documents are referenced in the "Related Documents" section of this policy. This information will be maintained by the Sponsoring Unit. Minors shall not be permitted to participate in a Covered Program until all required forms are submitted.
- ii. Sponsoring Units must arrange for access to emergency medical services as appropriate. Medical care appropriate for the nature of the events, expected attendance, and other applicable factors should be taken into consideration. Consultation and guidance may be obtained from The Office of Campus Police Services.
- iii. A Covered Program may elect, but is not required, to distribute prescription or over-the-counter medications to Minor participants. A Covered Program may permit Minors to self-administer medications provided such medications are disclosed and parent/guardian permission is provided in the Medical Authorization to Treat and Medical Information form. Minor participants' medication, prescription or over-the-counter drugs may only be distributed by Covered Program staff under the following conditions:
 - a. A parent or guardian has executed a Waiver, Release, Indemnity, and Medical Authorization to Treat form as being required for the Minor's care or for emergency treatment. All necessary medication must be listed in the completed Medical information form. All such medication must be provided in its original pharmacy container labeled with the participant's name, medicine, dosage and timing of consumption. Over-the-counter medication must be provided in the manufacturer's original container.
 - b. Covered Program staff shall keep the medicine in a secure, climate-controlled location, and at the appropriate time for distribution, shall meet with the Minor.
 - c. Covered Program staff shall allow the Minor to self-administer the appropriate dose as shown on the container.
 - d. Any medicine which the Minor cannot self-administer must be stored and administered by a licensed healthcare professional. Arrangements must be made with a healthcare professional in advance of the Minor's arrival.
 - e. The Covered Program must consult with the Accessibility Resource Center and, if needed, the Office of General Counsel to discuss reasonable accommodations in the situation addressed in this section D.3.d.

F. Covered Programs Operated by Outside Entities on College Property (including Licensees)

- i. Any Covered Program operated by third parties on College property must be operated consistent with the requirements of this policy. All contracts for the use of College facilities by outside parties for programs involving Minors must reference this requirement. The College maintains the right to require proof of compliance with the above noted policy requirements.

- ii. Outside Entities must utilize TCNJ's preferred vendor, or another College approved company, to complete required background checks under this policy, and provide written assurance to CES through completion of the License Agreement that all background checks were successfully completed with no adverse information. If the required background investigation for Authorized Responsible Adults indicates a record of sexually-based offenses, crimes against minors, or any other adverse information, the Covered Program supervisor or administrator must contact CES, which shall review the information with the Vice President for Student Affairs or authorized designee. The College may exclude any external Covered Program employee, volunteer, or other representative who does not successfully pass a background check as determined by the College

G. Disciplinary

- i. If an allegation of inappropriate conduct has been made against an Authorized Responsible Adult participating in a Covered Program, they must immediately stop participating in the program unless or until the allegation has been satisfactorily resolved by the Sponsoring Unit and the Office of Campus Police Services (as applicable).
- ii. Any individual who violates this policy may be subjected to discipline, up to and including termination from employment, or suspension/expulsion for students and/or criminal proceedings, or barred from the use of College facilities.

¹ For other purposes, the Underage Student may still be considered a minor (e.g., regarding the reporting of sexual abuse or rendering of certain medical care).

² Background checks must be coordinated with Human Resources and its third party vendor.

³ Both a Universal Health Record form and TCNJ Medical Information form are permitted for use.

IV. RELATED DOCUMENTS

- Protection of Children on Campus
- Use of Campus Property
- Working with Minors Guidelines and Acknowledgement Form
- Waiver, Release, Indemnity, and Medical Authorization to Treat
- Medical Information Form
- Internal Requirements for Programs Bringing Minors to Campus
- Minors on Campus Database Registration Form (for Covered Programs not scheduled through Conference and Event Services)

Commented [1]: Link documents not already linked

History:

Version	Date	Notes
1.0	April 24, 2019	New interim policy; initial release; College Operating Policy

Approval Signatures

Step Description	Approver	Date
Compliance Office Review	Aminah Massenburg, Dir, Compliance & Priv Officer	1/31/2024

Status Active PolicyStat ID 14878923

Origination	4/24/2019	Area	Student Affairs
Last Approved	1/31/2024		
Effective	1/31/2024		
Last Revised	1/31/2024		
Next Review	4/24/2024		

Safety of Minors on Campus

Commented [MB1]: Update dates above as needed.

I. INTRODUCTION

The College of New Jersey ("TCNJ" or "the College") welcomes the presence of minors who participate in College programs and visit and participate in activities on our campus. The College encourages safe, supervised campus visits by non-enrolled Minors for the purposes of making decisions about their academic future; attending educational, cultural, or sporting events, programs and camps; and participating in the authorized use of College facilities.

This policy sets forth the requirements for permitting these visits to be carried out in a safe and responsible manner. This policy includes the obligation to report known or suspected abuse or neglect of a Minor under applicable New Jersey law. In addition, this policy establishes certain screening, training and conduct requirements for Authorized Responsible Adults who are involved in College programs and activities that include Minors on campus.

This policy is not applicable to the Institutional Review Board requirements pursuant to Title 45 of the Code of Federal Regulations, Public Welfare, Section 46, Protection of Human Subjects.

II. DEFINITIONS

"Authorized Responsible Adult" - An individual, paid or unpaid, who interacts with, supervises, chaperones, or otherwise oversees Minors as part of a Covered Program. This includes but is not limited to (i) College faculty, staff, volunteers, graduate and undergraduate students, or interns; and (ii) non-College affiliated third party staff and volunteers (e.g., staff of a Licensee). The Authorized Responsible Adult role may include, but is not limited to, positions as counselors, chaperones, coaches, instructors, etc. An Authorized Responsible Adult must be at least eighteen (18) years of age. A Participant in a Covered Program is not an Authorized Responsible Adult for the purposes of this policy.

"Covered Program" - A program, activity, or other event conducted on the College campus or by or on

behalf of the College (on or off campus), whether for academic, administrative, athletic, recreational or other purposes that serve and/or include the participation of Minors. A Covered Program includes events that are hosted by external entities and use College facilities. Examples of a Covered Program include, but are not limited to; summer residential housing programs, day camp activities, elementary or high school events, and sports clinics.

Formatted: Font: Trebuchet MS

A Covered Program does not include events that are open to the public, and which Minors may attend at the discretion of or with their parent(s) or guardian(s) (for example, a College athletic team event, a ticketed performance at Kendall Hall, etc.).

A Covered Program also does not include admissions tours and events or other public events of a short duration (e.g. Parent and Family Day); provided, however, that the program does not involve potential one-on-one contact with a Minor in private spaces, such as locker rooms, bathrooms or dorm rooms, or involve an overnight visit.

"Licensee" - Any outside entity that enters into a license agreement with the College for purposes of hosting a Covered Program.

"Minor" - A person under the age of eighteen (18) years, provided, however, that for purposes of this policy, an enrolled student at the College under the age of eighteen years ("Underage Student") shall not be considered a Minor.¹

"One-on-one contact" - Personal, unsupervised interaction between any Authorized Adult and a Minor participant without at least one other Authorized Responsible Adult, parent or legal guardian being present.

"Recognized Student Organizations" - A TCNJ student group recognized by the Student Government or Inter Greek Council, annually registered with the Division of Student Affairs; and in good standing in accordance with Student Organization Privileges and Responsibilities.

Formatted: Font: Not Bold

"Sponsoring Unit" - The College academic, administrative or athletic unit, or (with the approval of the Division of Student Affairs) Recognized Student Organization; or Outside Entity or Licensee that uses campus space or facilities, for a Covered Program.

III. POLICY

A. Protection of Children on Campus

1. Anyone who has an imminent concern for the safety of a Minor on campus or in a College Program must immediately call 911 or the Office of Campus Police Services and otherwise comply with the TCNJ Protection of Children on Campus Policy referenced in "Related Documents" section of this policy.

Formatted: Font color: Auto

B. Bringing Students to Campus

Formatted: Font color: Auto

1. Any Sponsoring Unit bringing Minors on campus should consult with Conference and Events Services to determine whether their program is a Covered Program and to be advised of the steps needed to ensure compliance with this policy.

Formatted: Font: Trebuchet MS, 10.5 pt

Formatted: Tab stops: Not at 1.52" + 1.52"

Formatted: Font: Trebuchet MS, 10.5 pt

Formatted: Font: 10.5 pt

C. Registering a Covered Program

1. If a Covered Program is not scheduled through Conference and Event Services

("CES"), it must be registered with by a Sponsoring Unit recognized by the College through completion of the Minors on Campus Database Form ("MoCD") referenced in the "Related Documents" section of this policy. This must be done at least two weeks prior to the beginning of the program.

- h. On-going Covered Programs must register at least annually using the Minor on Campus Database Registration Form, are not required to register annually as long as the program was initially registered on the MoCD Form. The form is referenced in the

Formatted: Font: 10.5 pt, Font color: Custom Color(RGB(24,45,74))

Formatted: Right: 0.07", Space Before: 5.95 pt

Formatted: Font: Trebuchet MS, 10.5 pt

1. ~~"Related Documents" section of this policy.~~

iv. ~~If a Covered Program is registered and successfully booked through CES, Sponsoring Units booking programs and events through CES must comply with the following:~~

~~a. the Sponsoring Unit must complete a license agreement to use campus space or facilities through CES and comply with all requirements stated within that license agreement and within this policy for each Covered Program, adhere with all policy requirements stated within that license agreement for each Covered Program;~~

~~b. complete a license agreement, which may be required in some instances when an internal group co-sponsors an external agency, to use campus space or facilities;~~

~~a. If a Covered Program is registered and successfully booked by a Registered Student Organization through the Student Scheduler, the Registered Student Organization must follow the Risk Reduction and Insurance Requirements for Events; in particular, distribution and collection of the Minors Waiver which will be provided by the Student Scheduler.~~

D. Requirements for Covered Programs Operated by an Academic, Administrative, or Athletic Sponsoring Unit of the College

Sponsoring Units involved in Covered Programs shall ensure that Authorized Responsible Adults are properly screened and trained as detailed in this section. The Covered Program must comply with the following requirements:

- i. Sponsoring Units must coordinate a background investigation for each Authorized Responsible Adult in a Covered Program. The background investigation must include both a criminal background check and a sex offender registry check. If the background investigation or a self-report by an individual indicates a record of sexually-based offenses or any other crimes against minors, that individual will not participate, ~~excluded from participating~~ in the program. Other offenses will be reviewed on a case by case basis by the Vice President (or other highest-level manager) of the Sponsoring Unit and the Vice President for Student Affairs. An Authorized Responsible Adult must have an initial background investigation completed (or have had a background check within the last three years) and agree to promptly self-report any arrest or conviction for sexually-based offenses or any other crimes against minors and other felonies and misdemeanors once associated with a Covered Program and the background investigation must be repeated every 3 years if the Authorized Responsible Adult continues to affiliate with the Covered Program.
- ii. All Authorized Adults participating in a Covered Program are required to complete a bi-annual training on the conduct requirements of this policy and on required reporting of incidents of potential misconduct and/or abuse of a minor. All Authorized Adults must annually also read, understand, and sign a Working with Minors Guidelines and Acknowledgement Form ("Guidelines") found in the "Related Documents" section of this policy. ~~Covered Programs are required to maintain said forms.~~
- iii. Whenever feasible, all activities involving Minors (with the exception of academic classroom activities) should be supervised by at least two or more Authorized Responsible Adults or by the Minor's parent(s) or legal guardian(s) at all times. Factors to consider in determining "adequate supervision" are the number and age of the Minors; the activity involved; type of housing, if applicable; and, the age and experience of the supervising Authorized Responsible

Formatted: Font color: Custom Color(24,45,74),
Condensed by 0.2 pt

Formatted: Normal, Indent: Left: 1.44", No bullets or
numbering

Formatted: Font: Bold

Formatted: Font: Not Bold

Formatted

Formatted: Font: Trebuchet MS, 10.5 pt

Formatted

Formatted: Normal, No bullets or numbering

Formatted: Font: Trebuchet MS, 10.5 pt

Formatted

Formatted: Font: 10.5 pt

Formatted: Font: Trebuchet MS, 10.5 pt

Formatted: Font: 10.5 pt

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted: Font: 10.5 pt

Formatted

Adults.

- a. 1. In some situations, private one-on-one instruction is the accepted standard in certain settings. In those situations, the Covered Program shall take reasonable and appropriate measures to ensure the safety of Minors. For example, reasonable and appropriate measures include meeting in a location observable by other Authorized Responsible Adults, parents, or guardians through an open door, an office window or in an outdoor/public location.
- iv. All Authorized Responsible Adults must comply with the behavior expectations included in the Guidelines, including the following:

Formatted: Indent: Left: 1.27", Numbered + Level: 4 +
Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment:
Left + Aligned at: 3" + Indent at: 3.25"

Formatted: Indent: Left: 0.75", Numbered + Level: 3 +
Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment:
Right + Aligned at: 2.56" + Indent at: 2.69"

An Authorized Responsible Adult must not:

- a. Engage in intentional One-on-one Contact in a residential room, bathroom facility or similar area without an accompanying Authorized Responsible Adult, or parent/guardian, in attendance except (i) under emergency circumstances or (ii) if documented disability accommodation is needed which requires such interaction, provided such accommodation is approved in writing by the Minor's parent or guardian.
 - b. Share residential room accommodations with the Minor, unless the Authorized Responsible Adult is the Minor's parent or guardian.
 - c. Engage in abusive conduct of any kind toward, or in the presence of, a Minor. Further, an Authorized Responsible Adult must not strike, hit or administer physical punishment, or touch a Minor in an otherwise inappropriate manner, or use foul or sexually explicit language.
 - d. Provide tobacco, smoking or vaping products; alcohol; or illegal drugs to a Minor.
- v. The College recognizes the evolving reliance on electronic communication (e.g., email, text messaging, social media, etc.) and the interaction between those mediums and Covered Programs. Communication between Minors and Authorized Responsible Adults, outside of official program activities, is prohibited except under time-sensitive or other emergency situations (e.g., cancellation of a scheduled event). If there is a legitimate reason for such communication to occur, contact should be limited to topics related to the Covered Program and prior approval must be granted from the Minor's parent or guardian. Authorized Responsible Adults must include a third party (for example a second Responsible Authorized Adult or parent/guardian) as part of the conversation, when/if, electronic communications occur with Minors.

IV. Medical and Emergency Care Requirements

1. Sponsoring Units must ensure that all Minors in a Covered Program have a completed Waiver, Release, Indemnity, and Medical Authorization to Treat and Medical Information form on file. These documents are referenced in the "Related Documents" section of this policy. This information will be maintained by the Sponsoring Unit. Minors shall not be permitted to participate in a Covered Program until all required forms are submitted.
2. Sponsoring Units must arrange for access to emergency medical services as appropriate. Medical care appropriate for the nature of the events, expected attendance, and other applicable factors should be taken into consideration. Consultation and guidance may be obtained from The Office of Campus Police Services.
3. A Covered Program may elect, but is not required, to distribute prescription or over-the-counter medications to Minor participants. A Covered Program may permit Minors to self-administer medications provided such medications are disclosed and parent/guardian permission is provided in the Medical Authorization to Treat and Medical Information form. Minor participants' medication, prescription or over-the-counter drugs may only be distributed by Covered Program staff under the following conditions:
 - a. A parent or guardian has executed a Waiver, Release, Indemnity, and Medical Authorization to Treat form as being required for the Minor's care or for emergency

Formatted: Indent: Left: 1.27", Numbered + Level: 4 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 3" + Indent at: 3.25"

Formatted: Indent: Left: 1.29", Hanging: 0.23", Numbered + Level: 4 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 2.94" + Indent at: 3.19"

Commented [MB2]: Should be a-d.

Formatted: Indent: Left: 0.75", Numbered + Level: 3 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Right + Aligned at: 2.56" + Indent at: 2.69"

Formatted: Indent: Left: 0.19", No bullets or numbering

Formatted: Font: 10.5 pt, Not Bold

treatment. All necessary medication must be listed in the completed Medical Information form. All such medication must be provided in its original pharmacy container labeled with the participant's name, medicine, dosage and timing of consumption. Over-the-counter medication must be provided in the manufacturer's original container.

- b. Covered Program staff shall keep the medicine in a secure, ~~climate controlled~~climate-controlled location, and at the appropriate time for distribution, shall meet with the Minor.
- c. Covered Program staff shall allow the Minor to self-administer the appropriate dose as shown on the container.
- d. Any medicine which the Minor cannot self-administer must be stored and administered by a licensed healthcare professional. Arrangements must be made with a healthcare professional in advance of the Minor's arrival.
- e. The Covered Program must consult with the Accessibility Resource Center and, if needed, the Office of General Counsel to discuss reasonable accommodations in the situation addressed in this section D.3.d.

VI.F. Covered Programs Operated by Outside Entities on College Property (including Licensees)

1. Any Covered Program operated by third parties on College property must be operated consistent with the requirements of this policy. All contracts for the use of College facilities by outside parties for programs involving Minors must reference this requirement. The College maintains the right to require proof of compliance with the above noted policy requirements.
2. Outside Entities must utilize TCNJ's preferred vendor, or another College approved company, to complete required background checks under this policy, and provide written assurance to CES through completion of the License Agreement that all background checks were successfully completed with no adverse information. If the required background investigation for Authorized Responsible Adults indicates a record of sexually-based offenses, crimes against minors, or any other adverse information, the Outside Entity Covered Program supervisor or administrator must contact CES, which shall review this the information with the Vice President for Student Affairs or authorized designee, Human Resources, and/or other relevant offices. The College may exclude any Outside Entity external Covered Program employee, volunteer, or other representative who does not successfully pass a background check as determined by the College.

Formatted: Font: 10.5 pt

Formatted: Indent: Left: 0.13", Hanging: 0.25", No bullets or numbering, Tab stops: 0.38", Left + Not at 0.57"

Formatted: Font: 10.5 pt

VI.G. Disciplinary

1. If an allegation of inappropriate conduct has been made against an Authorized Responsible Adult participating in a Covered Program, ~~they~~they shall must immediately stop participating in the program unless or until the allegation has been satisfactorily resolved by the Sponsoring Unit and the Office of Campus Police Services (as applicable).
2. Any individual who violates this policy may be subjected to discipline, up to and including termination from employment, or suspension/expulsion for students and/or criminal proceedings, or barred from the use of College facilities.

Formatted: Indent: Left: 0.13", Hanging: 0.25", No bullets or numbering, Tab stops: 0.38", Left + Not at 0.53"

Formatted: Font: 10.5 pt

¹ For other purposes, the Underage Student may still be considered a minor (e.g., regarding the reporting of sexual abuse or rendering of certain medical care).

² Background checks must be coordinated with Human Resources and its third party vendor.

³ Both a Universal Health Record form and TCNJ Medical Information form are permitted for use.

IV. ~~Related Documents:~~ RELATED DOCUMENTS

- Protection of Children on Campus
- Use of Campus Property
- Working with Minors Guidelines and Acknowledgement Form
- Waiver, Release, Indemnity, and Medical Authorization to Treat
- Medical Information Form
- Internal Requirements for Programs Bringing Minors to Campus
- Minors on Campus Database Registration Form (for Covered Programs not scheduled through Conference and Event Services)

History:

Version	Date	Notes
1.0	April 24, 2019	New interim policy; initial release; College Operating Policy

Approval Signatures

Step Description	Approver	Date
Compliance Office Review	Amelia Massenburg, Dir, Compliance & Priv Officer	1/31/2024

Commented [MB3]: Include links for documents not currently linked. CCCC to send documents obtained from VP Stallings.

Formatted: Font: 22.5 pt

Formatted: Font: 22.5 pt

Commented [MB4]: Link documents not already linked

Commented [MB5]: Update as needed.

**The College of New Jersey Board of Trustees
Resolution Approving a Bachelor of Science in
Inclusive Elementary and Early Childhood Education**

- Whereas:** The Departments of Elementary and Early Childhood Education and Special Education Language and Literacy have developed a new four-year Baccalaureate degree; and
- Whereas:** The proposed new degree program prepares candidates to teach classes of diverse learners, with the option to take graduate courses as electives leading to an endorsement and/or a graduate degree in Special Education, Teaching English as a Second Language or Teaching the Deaf or Hard of Hearing; and
- Whereas:** This program will replace existing four- and five-year programs in the two departments; and
- Whereas:** All Elementary candidates in the program will be eligible for K-6 certification on graduation, and all Early Childhood candidates will be eligible for both PreK-3 and K-6 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 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 Science in Inclusive Elementary and Early Childhood Education be approved.

February 25, 2025

MEMORANDUM

TO: Steering Committee

FROM: Committee on Academic Programs (CAP)

RE: New Degree Program in Inclusive Elementary and Early Childhood Education

DATE: February 13, 2025

Background and Charge:

On February 5, 2025, Steering charged the Committee on Academic Programs (CAP) to review a proposal for a new degree program in Inclusive Elementary and Early Childhood Education.

Steering asked CAP to:

- review the proposal to inform the committee members regarding the overall scope of the proposed new degree program.
- verify that all steps in the approval process for the proposed new degree have been followed and that, if this new degree impacts other units, all the pertinent stakeholders have provided input or been notified of that proposal.
- prepare a final recommendation, indicating concurrence or non-concurrence.

Summary of Process:

Testimony Tier: Tier I

Steering noted that the issue requires minimal testimony from the campus community.

CAP reviewed the proposal, which had also been reviewed by the Teacher Education Council (TEC) before reaching CAP. Stuart Carroll and Helene Anthony from the School of Education joined the CAP meeting on February 12th to address questions. Recent changes to the New Jersey State Code for teacher certification prompted a revision of their programs, leading to broader updates that will better serve both the state's needs and our teaching candidates. These changes include a greater focus on special education and early literacy while reducing core-content subject area coursework to 8 CU. The School of Education has worked with departments to determine which courses students will take for the content major. An external consultant reviewed the new degree program and gave positive feedback on all standards. CAP approved the proposed program by vote on February 12, 2025.

During the review, CAP noted confusion about the number of graduate courses that undergraduate students can take. The forms on R&R's website do not yet reflect the recent changes made to the policy on Undergraduates Enrolling in and Double - Counting Graduate Courses. Steering should consider improving communication with relevant groups on campus after policy changes to ensure they are updated across campus more timely.

CAP found the timeline for reviewing this proposal to be quite short. Receiving the charge on 2/5 and being required to submit feedback by 2/15 to meet the state's 3/1 deadline left little room for meaningful discussion, particularly if significant issues had arisen. CAP recommends

establishing a standard timeline for programs requiring state approval, ensuring at least two CAP meetings for review.

As we reviewed this proposal, CAP also noticed that the Degree Program Approval Process policy does not explicitly state that new degree programs must go through the departmental curriculum committee, whereas the Minors Approval policy does include this (see III.A.i). CAP suggests clarifying whether this step should be required for new degrees to maintain consistency across approval processes.

Final Recommendation

CAP requests that Steering review the new degree program in Elementary and Early Childhood Education for approval.

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 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: **Inclusive Education**

Home School: **School of Education**

Home Department: **Elementary and Early Childhood Education**

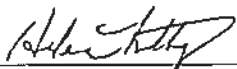
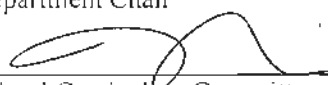

Contact Person for Information about this Proposal: **Helene Anthony**

Proposed Semester/Year for Program to Begin: **Fall, 2025**

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

The Departments of Elementary and Early Childhood Education (EECE) and Special Education Language and Literacy (SELL) at The College of New Jersey (TCNJ) have developed a new 4-year Baccalaureate degree that offers all candidates the opportunity to earn a Bachelor of Science degree in Elementary or Early Childhood Education in four years, prepared to effectively teach classes of diverse learners, with the option to take graduate courses as electives leading to endorsement and/or a Masters in Special Education, Teaching English as a Second Language or Teaching the Deaf or Hard of Hearing. This will replace existing 4 and 5 year programs in the two departments and give students the opportunity to experience classes and practica before choosing an additional certification area or choosing not to do so. All Elementary candidates in the program will be eligible for K-6 certification on graduation, and all Early Childhood candidates will be eligible for both PreK-3 and K-6 certification.

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

 _____ Department Chair	<u>2/4/25</u> _____ Date
 _____ School Curriculum Committee Chair	<u>1/24/25</u> _____ Date
 _____ Dean	<u>2/4/2025</u> _____ Date

Consultation with Affected Units:

For undergraduate degree proposals, include a signature from the associate provost of indicating that the proposed curriculum meets the College Core requirements as of the date signed.

Associate Provost _____ Date _____

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

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:

Director 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.

Inclusive Elementary and Early Childhood

The Departments of Elementary and Early Childhood Education (EECE) and Special Education Language and Literacy (SELL) at The College of New Jersey (TCNJ) have developed a new 4-year Baccalaureate degree that offers all candidates the opportunity to earn a Bachelor of Science degree in Elementary or Early Childhood Education in four years, prepared to effectively teach classes of diverse learners, with the option to take graduate courses as electives leading to endorsement and/or a Masters in Special Education, Teaching English as a Second Language or Teaching the Deaf or Hard of Hearing. This will replace existing 4 and 5 year programs in the two departments and give students the opportunity to experience classes and practica before choosing an additional certification area or choosing not to do so. All Elementary candidates in the program will be eligible for K-6 certification on graduation, and all Early Childhood candidates will be eligible for both PreK-3 and K-6 certification.

Background and Rationale

For nearly two centuries, The College of New Jersey (aka Trenton State College) has prepared high quality teachers for the state of New Jersey. Its programs have evolved over time, with the last major transformation occurring in 2004, when classes were consolidated and made more intensive. The Elementary program, and the Early Childhood Education program, both housed in the Elementary and Early Childhood Education Department (EECE), remained four year programs, with all students having an academic content major in addition to their education major. The Special Education, Language and Literacy Department (SELL) transformed from a 4-year program to a 5-year program that included an academic major, and culminated with certification in Elementary and Special Education, which students earned on completion of the Masters degree. In 2012 EECE added a 5-year Urban Education major, which led to students' earning certification in Elementary Education and the Teaching of English as a Second Language on completion of the Master's degree at the end of the fifth year.

Our programs have produced numerous NJ Distinguished Intern award recipients, and our graduates have been consistently sought after for teaching positions across the state, but recent changes in the New Jersey State Code for teacher certification have required us to revise our programs and have led us to consider more sweeping changes to better meet the needs of the state and of our teaching candidates.

The four year EECE programs included content on differentiating instruction and learner diversity, but it was not infused across courses and not given the emphasis it has in the EECE urban programs or in the SELL programs. The special education program did not have the same intense junior clinical internship that EECE programs had. Students in the five year programs graduated after four years with a Bachelor of Science degree that did not include certification and only earned their dual certification at the end of the Masters year, creating an equity concern as the fifth year added expense and could prevent some students from

completing the program, leaving them with no certification. Finally, there were multiple versions of very similar courses offered by the EECE and SELL Departments, which made scheduling and enrollment management difficult.

With recent changes to the New Jersey code for teacher preparation, including additional attention to topics in special education and early literacy, and fewer required credits in core-content subject areas, TCNJ faculty in the EECE and SELL Departments saw an opportunity to examine the current sequences of courses across the various programs. We looked at requirements that appeared in one program but not in another, as well as the requirement of an academic major composed of 10-13 courses. A decision was made to limit the academic majors to 8 courses, thereby opening up space for additional education coursework and electives. We saw the opportunity to create a stronger program that would include the best elements from the programs in both departments. In addition, the New Jersey Department of Education, which has required all Educator Preparation Programs (EPP) to address code changes related to early literacy by the Fall of 2025, provided EPPs with the opportunity to apply for funds to support these changes, and TCNJ acquired those monies to assist in our summer curriculum revision effort. The inclusive program proposal is the result of our efforts to create a unified program for all education majors seeking early childhood or elementary certification, and to address the needs of the state with regard to its teaching force. This program is due as part of the periodic review cycle by the NJDoE. We will be submitting the full program to the NJDoE by their submission deadline, March 1, 2025.

Inclusion

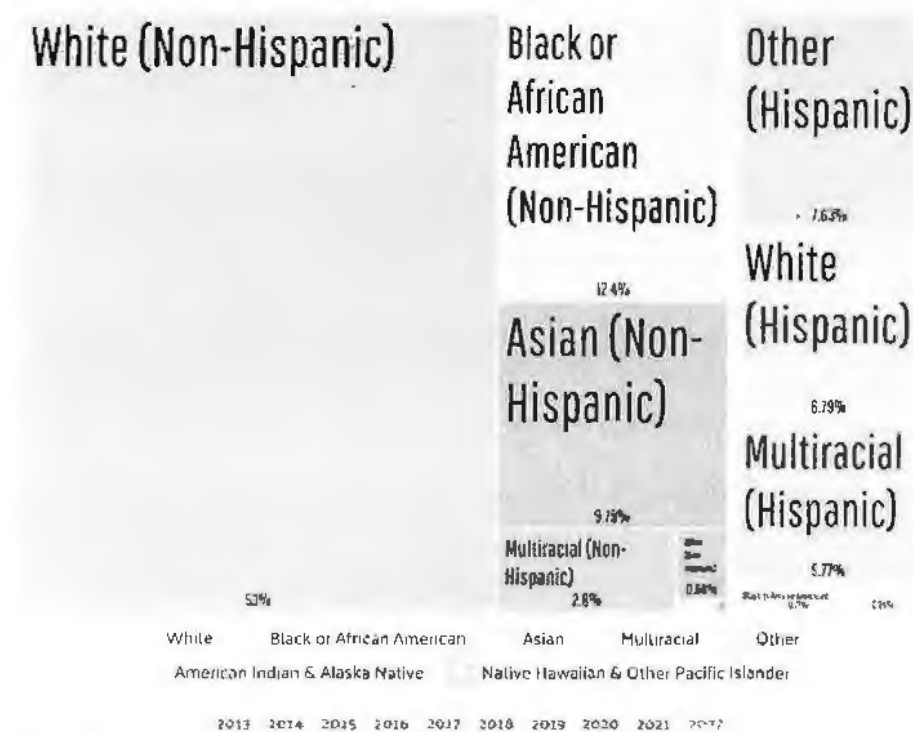
New Jersey ranks last in the United States in providing inclusive education for students with disabilities¹. Inclusive education is defined as students being part of the general education program for 80% or more of the school day. While New Jersey often touts a top K-12 education system, we fall short when considering students with special needs. The state excludes more students with disabilities than it includes, with only less than 50% of them integrated into general education settings. Over the past two decades, New Jersey has shown no improvement in this regard, while the national inclusion rate has risen significantly. This stagnation is disheartening for New Jersey educators who were once leading the way in inclusive practices, as well as parents who have tirelessly advocated for their children's rights within the school system. Preparing all of our teacher candidates to understand and address learning and behavior differences should have a positive impact on inclusion in New Jersey classrooms.

Racial Diversity

New Jersey is a complex and diverse state in many regards. While 53% of the population is made up of White residents, the other 47% represent a variety of different racial and ethnic groups (Figure 1). Approximately, 21.2% of people in New Jersey have hispanic origins and 12% of the population is African-American or black. However, 84% of the state's teachers are white. While we must work to recruit and retain more teachers of color, we also must prepare our teacher candidates to meet the needs of all students in this very diverse state.

¹<https://www.roi-nj.com/2023/12/19/education/inclusive-education-why-it-matters-and-why-n-j-ranks-last-in-nation-on-implementation/>

Figure 1: Racial Diversity in New Jersey

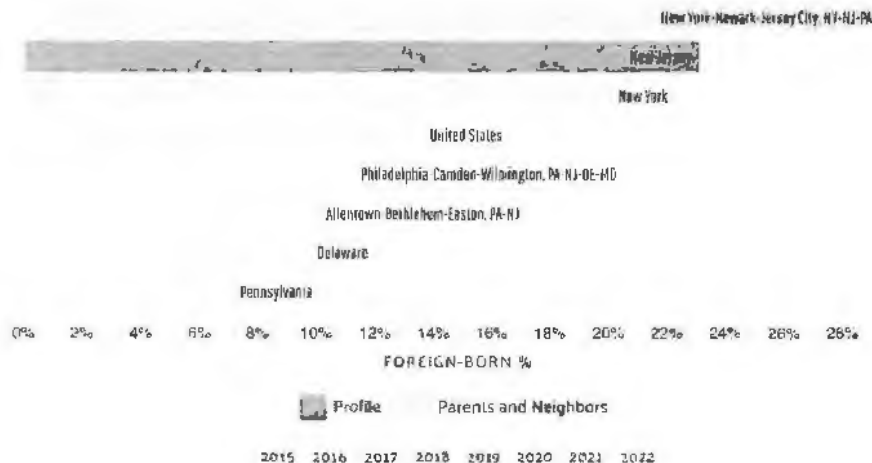


<https://datausa.io/profile/geo/new-jersey#demographics>

Foreign Born Population

In addition to racial diversity, many New Jersey residents were born outside of the United States, including over 2 million immigrants and refugees. Data suggest that more than 23% of New Jersey residents are foreign born citizens (Figure 2). This has implications for teachers' needs to understand cultural differences, language differences, and the potential stress that comes from a transitional move to an entirely different context.

Figure 2:

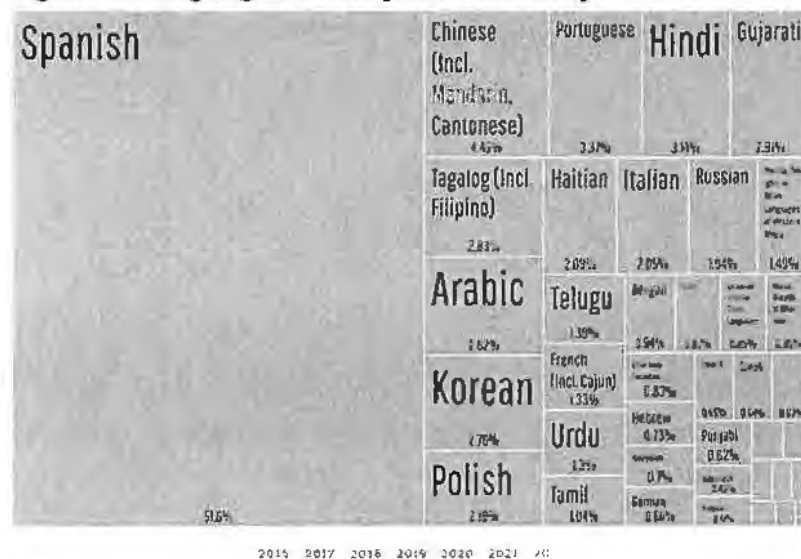


Non-English Speaking Households

Language diversity has also increased in recent years, with 32.2% of New Jersey households speaking a non-English language at home as their primary shared language, higher than the national average of 21.7% (Figure 3). This does not consider the potential multilingual nature of households, but only the primary self-reported language spoken by all members of the household.

Data from the Census Bureau [ACS 5-year Estimate](#).

Figure 3: Language Diversity in New Jersey



Socio-economic diversity

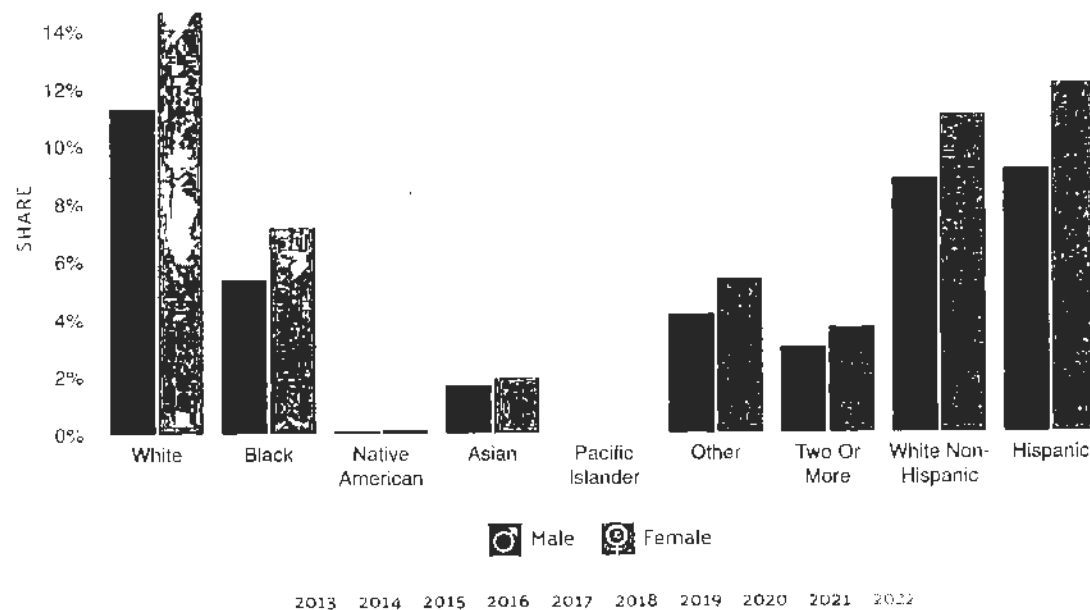
Another aspect of diversity that deserves our attention is the reality of poverty and housing problems throughout our state. In 2022, more than 20% of the NJ population was experiencing severe housing problems. The largest demographic group living in poverty are females between

the ages of 25-34, followed by females 35-44. In 2022, almost 13% of children in New Jersey were living in poverty.

Data suggest that the most common racial/ethnic group living below the poverty line in New Jersey is White, followed by Hispanic and Black (Figure 4).

Data from [the Census Bureau ACS 5-year Estimate](#).

Figure 4: New Jersey poverty by race/ethnicity



Labor market demand

New Jersey is experiencing a growing teaching shortage, which has reached critical levels in special education and bilingual education. According to the [annual report on the teacher workforce](#) (2024), there has been a perennial shortage of special education teachers since the 1960s. This is compounded by the current overall teacher shortage post-COVID. Although the number of ESL teachers has increased in recent years, the growth has not been able to keep up with the demand, with the student to teacher ratio increasing 32% since 2012. As the number of students with Limited English Proficiency continues to grow, the need for ESL teachers becomes more urgent. There has been an ongoing shortage of teachers with DHH certification, and TCNJ is the only institution in the state currently providing this specialized program.

The Inclusive Early Childhood/Elementary Education Program

In the inclusive program, every student completes a Bachelor of Science degree in four years, earning either Elementary or Early Childhood certification at that time. The program includes 3 courses that will count toward an endorsement in Teacher of Students with Disabilities, and opportunities to take up to three graduate courses that double count towards their

undergraduate degree and a subsequent endorsement in TOSD, Teacher of the Deaf or Hard of Hearing, or English as a Second Language. Below is a suggested sequence of courses for the proposed four-year Inclusive Education program.

Inclusive Early Childhood/Elementary Education Sample Sequence

Core - 6 units Academic major - 8 units Electives - 2-3 units Credits toward TOSD

<ul style="list-style-type: none"> • FYS • Lab Science • ELE 203 Foundations of Inclusive Education • Academic Major 1 	<ul style="list-style-type: none"> • MAT 105 • HIS 198 or approved US History course • SLP 102 Speech and Language Dev • Academic Major 2
<ul style="list-style-type: none"> • ECE/ELE 102 Children's Literature and the Exploration of Identity and Culture • ELE 113 The Arts in Elementary Classrooms • ELE 201 Child Development • Academic Major 3 	<ul style="list-style-type: none"> • SPE 214 Building and Sustaining Inclusive Classroom Communities • SPE 322 Assessment, Planning and Methods for Inclusive Practices (full day joint field experience) • Academic Major 4 • Academic Major 5
<ul style="list-style-type: none"> • RAL 220 Methods of Teaching Literacy I (field experience two mornings a week) • ECE 202 Theories & Phil of Early Ch Ed or approved elective • Academic Major 6 • Academic Major 7 	<ul style="list-style-type: none"> • RAL 320 Methods of Teaching Literacy II • MTT 202 Teaching Mathematics in the Early Childhood and Elementary Classroom (full day joint field experience) • Academic Major 8 • Elective
<ul style="list-style-type: none"> • ECE/ELE/SPE/DHH 301 Clinical I • MST 202 Science Methods • SOM 203 Teaching Social Studies from a Multicultural Perspective (two-days a week plus two full weeks field experience) • Elective 	<ul style="list-style-type: none"> • ECE/ELE 490 Clinical II (2 units) • ECE/ELE 498 Student Teaching Seminar <p>31 units Students seeking endorsements will complete 32-33 units BS with K-6 certification or BS with P-3 and K-6 certification</p>

Explanation of Course Changes

- ELE 203 was originally titled Schooling and the American Dream, and was included in the Urban Education program. The content was interwoven with the concepts, readings and activities of SPE 103: Social and Legal Foundations in Special Education to provide **all** students with foundational knowledge about student diversity, critical pedagogy and social justice. The new course, Foundations of Inclusive Education, **will** count toward the Teacher of Students with Disabilities endorsement.

- SLP 102 is in the Speech, Language and Pathology major, but has always been taken by special education majors. With the addition of *"Foundations of speech language development, including screening and support of students with speech/language, articulation, and communication disorders"* to the Preschool to Grade 3 code, a decision was made to include this course in the Inclusive Education program.
- ECE 102 and ELE 102 are two versions of Children's Literature. It was decided that the importance of exposing early childhood majors to preschool literature necessitated continuing with the ECE 102 course. There was also a version of children's literature taken by special education majors. In the new program, all students will take either ECE 102 or ELE 102.
- ELE 201 will be the single Child and Adolescent Development course and will replace both the special education and early childhood versions of the course. We decided that all students should have a solid grasp of birth through early adolescence development.
- ELE 113 was originally developed to meet a Visual and Performing Arts requirement for EECE students, as well as provide them with information about students with disabilities. This was a meaningful combining of content, as art integration has been found to have a positive impact on the academic performance and social competence of students with disabilities. The instructional methods connect nicely to principles of universal design, and SELL faculty frequently recommended this course to students. It was decided to make this a required VPA course in the Inclusive Education program.
- RAL 220 and RAL 320 will be taken by all students. Previously, there were three versions of each course: one for Early childhood, one for Elementary, and one for Special Education. These courses were taught by the same instructors and, not surprisingly, there was tremendous overlap between them. Because the courses had different co-requisites and were taken during different years in the different programs, there were difficulties scheduling and managing enrollment in three versions of the same course. Now, all majors will take the same Literacy I and II courses, providing everyone with a thorough exposure to both foundational literacy skills, critical content in comprehension and composition instruction, information about English Language Learners, and students with reading difficulties, thereby addressing the directive in the new code: *"Assessment for, and planning of, remedial instruction to address reading problems for early and emergent readers, and assessment and screening of early reading difficulties."*

The first course will provide students with some type of field experience to practice what they are learning with regard to word recognition instruction, perhaps delivering small group instruction during or after school. This is still in development with the local schools in our PDSN. The second literacy course is blocked with MTT 202, and will include a full-day practicum experience, which will permit specific attention to "*the integration of literacy skills in mathematics*" in the code.

- SPE 214 and SPE 322 were both requirements in the special education major, and these two courses will now be required of everyone, providing students with critical content for addressing the diverse learning and classroom management needs of all students, including planning with IEP's, multi-tiered systems of support, universal design for learning for accommodations and modifications, assistive technology, positive behavioral supports, etc. Credits from these courses will count toward the Teacher of Students with Disabilities endorsement.
- ELE 301, MST 202 and SOM 203 are the courses in the Clinical I semester. Students will be in the field two full days a week, and full-time for two weeks at the end of the semester. Prior to this, students in the special education elementary program did not have a clinical experience with the two weeks of full-time. And prior to this, early childhood and elementary majors took literacy II methods and social studies methods with their Clinical I experience. It was decided to block literacy with math, and then block social studies and science methods, as students were usually planning around these topics in their practicum. The methods courses have also been revised to address the new code: "*Coursework that focuses on developing the pedagogical content knowledge for teaching science and social studies to preschool and elementary students and that emphasizes the integration of literacy skills in science and social studies.*"
- The clinical experience will be completed in either early childhood or elementary classrooms, and possibly, special education settings (e.g., inclusive classrooms, DHH classroom). Students will be observed by both their cooperating teachers and by the Clinical I supervisor.
- The full-time Clinical II experience, ECE/ELE 490, will be in either a general education early childhood or elementary classroom. This is a change from the past for special education majors who divided their placement between two

different settings (unless they were in an inclusive classroom). Now, students who choose to complete a TOSD endorsement (and possibly a master's special education), will complete a full-semester in one elementary classroom, and they will have an additional practicum in special education as part of their endorsement requirements (along with their Clinical I internship).

- Students who complete only the four-year early childhood or elementary education certification will have 2-3 electives, depending on whether they are Early Childhood or Elementary, and whether they choose to graduate with 31 or 32 units. Students electing to complete an additional endorsement will complete one to three graduate courses during their undergraduate work.

Endorsements

These are still under development, but the intent is to make it appealing to our full-time undergraduate students to add an endorsement to their Inclusive Education program. If students decide in Year 2 or 3 that they would like to pursue an endorsement, they will take three graduate courses, while still an undergraduate, that will apply to that endorsement. Depending on the specific endorsement, they may complete it during the summer, during the following fall semester, or even on the job. Currently, our students obtain these endorsements as part of 5-year programs in Urban Education, Special Education, and Deaf or Hard of Hearing Education. Students will still be able to select to complete an endorsement AND a master's, but the master's will not be necessary to earn an endorsement.

ESL

<p>Taken as undergraduate:</p> <ul style="list-style-type: none"> -ESLM 525-Second Language Acquisition -ESLM 545-Structure of Language and Proficiency Assessment -ESLM 577-Sociolinguistics & Cultural Foundations of L2 Education <p>Additional Courses for Endorsement:</p> <ul style="list-style-type: none"> -ESLM 578-Theory and Practice of Teaching a Second Language -ESLM 587-Curriculum, Methods, and Assessment for L2 Education <p>ESL Certification</p>	<ul style="list-style-type: none"> -ESLM 579-Language and Literacy for ESL -ESLM 687-Faculty/Student Research -EDFN 508-Introduction to Research & Data-Based Decision Making -ESLM 688-Student Teaching -ESLM 555 The Intersections of Culture, Language and (dis)Abilities OR Elective <p>30 credits MEd in ESL</p>
--	--

Teacher of Students with Disabilities

<p>Taken as an undergraduate:</p> <ul style="list-style-type: none">-SPED 626-Curriculum, Assessment and Instruction for Low Incidence Disabilities-SPED 521-Augmentative and Assistive Technology-EDUC 513-Collaboration, Consultation, and Partnerships <p>Additional Courses for endorsement:</p> <ul style="list-style-type: none">-SPED 522-Curriculum, Instruction and Assessment for Interventions <p>*Portfolio documenting field-based tasks related to code</p> <p>K-12 Teacher of Sts w/ Dis Certification</p>	<p>1 Research Course 1 Diversity and Inclusion Course 2 Disciplinary Methods Courses 2 Electives</p> <p>30 credits master's</p> <p>MEd in Special Ed</p> <p>.</p>
--	--

Teacher of Deaf or Hard of Hearing (still under review by faculty)

<p>Need ASL 101, 102 103 DHH 423 - DHH Methods</p> <p>EDUC 513-Collaboration DFHH 522- Asst Tech for DHH DFHH XXX Literacy Methods for DHH DFHH (6 cr) Full-time</p> <p>K-12 DHH Certification</p>	<p>DFHH 530-Speech Dev for DHH 3 more grad classes</p> <p>30 credit master's</p> <p>MEd in DHH</p>
---	---

Institutional and Program-Level Learning Goals

Connecting to the Strategic Plan

The TCNJ strategic plan calls for us to “serve a new audience of learners.” As part of that plan there are recommendations for developing graduate programs and 4+1 degrees. This program does exactly that while also being responsive to the needs of public schools in our state. While students are in their first four years of undergraduate education, they will choose a path of interest. That path might be special education, English as a second language, or Deaf and Hard of Hearing. The path that they choose will dictate a set of electives that prepare them for a graduate year where they can earn an additional teaching credential and a Masters degree. That pipeline of needed teachers in high needs areas is directly related to another aspect of the strategic plan – bolstering our impact at local, national, and global levels. In the following pages,

statistics related to our specific needs in New Jersey will be shared. These needs are not unique to New Jersey, as we have teacher shortages across the country, particularly among teachers who serve historically underrepresented populations.

These program changes are also driven by the development of and relationship between institutional-level and program-level learning goals. The institutional-level goals reflect program and learning goals as established by TCNJ as an entire college and program-level goals reflect the specific goals of the Inclusive Education program. The institutional-level goals were adapted from TCNJ's College Core requirements.. The program-level goals reflect TCNJ's School of Education's Conceptual Framework and the New Jersey Professional Standards for Teachers, and have been adapted to address specific goals of the Inclusive Education program.

Institutional-Level Goals

1. Students will be able to locate, evaluate, and use information responsibly to engage in advanced study and work.
2. Students will be able to integrate in-depth knowledge to interrogate issues, ideas, artifacts, or events; develop conclusions; design solutions; or ask new questions.
3. Students will be able to write effectively for specific audiences and purposes.
4. Students will be able to design and deliver effective presentations for specific audiences and purposes.
5. Students will engage with communities through purposeful study, action, and reflection.
6. Students will be able to explain the social construction of gender and sexuality, and critically evaluate norms and practices of identity formation at interpersonal or wider levels.
7. Students will be able to identify and explain norms, values, and practices across different societies or regions to critically evaluate worldviews.
8. Students will be able to evaluate critically how the social constructs of race and ethnicity lead to inequitable impacts on individuals, communities, or societies.
9. Students will be able to analyze how creative texts, artworks, or performances reflect, shape, exalt, or challenge the values of a culture.
10. Students will be able to evaluate critically theories of reality, knowledge, or culture arising from areas of human inquiry.

Our new program strengthens student preparation in a number of these areas. It supports goal #5 in providing students with stronger foundations for working with communities and families. Goals #6 and #8 are supported by the program's emphasis on inclusion, culturally responsive practices, restorative justice, and teaching that supports English Language Learners. Revisions to program literacy courses support goal #10 as students are supported in understanding the research underlying the pedagogical approaches explored in those classes..

Program-Level Goals

Prepare high quality teachers who:

1. understands how learners grow and develop across the cognitive, linguistic, social, emotional, and physical areas (NJ PLS #1: Learner Development)
2. understand theories and empirical research on learner variability, and know ways of identifying and then addressing different barriers to learning (NJ PLS #2: Learning Differences)
3. understand how race and poverty impact schools and communities, and know how to create a positive classroom community in which every student belongs and has a sense of belonging, and is actively engaged in learning (NJ PLS #3: Learning Environments)
4. understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the NJ Student Learning Standards (NJ PLS #4: Content Knowledge)
5. understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving (NJ PLS #5: Application of Content)
6. understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making (NJ PLS #6: Assessment)
7. plans culturally relevant and inclusive instruction that supports every student in meeting rigorous learning goals (NJ PLS #7: Planning for Instruction)
8. understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections (NJ PLS #8: Instructional Strategies)
9. engages in ongoing professional learning and reflection designed to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning (NJ PLS #9: Professional Learning)
10. understand the importance of collaboration, including engaging with families and communities, in meeting the needs of all learners and possess the skills to collaborate effectively (NJ PLS # 10: Leadership and Collaboration)
11. acts in accordance with legal and ethical responsibilities and uses integrity and fairness to advocate for children and leaders in their schools (NJ PLS # 11: Ethical Practice)

These goals are realized through the coursework in the program and through requirements for students' second majors and the College's common core requirement. The inclusive program is stronger than the programs it replaces in a number of goal-related areas. The literacy and methods courses have been enhanced to deliver more content knowledge in literacy and the content areas. The Foundations and Classroom Community course deepen candidates' understanding of race and poverty, and give all an understanding of the intersections of disability, race, class, and immigration status. The Program Goals x Course Assessment Table shows how the learning goals will be assessed across courses in the program.

Community Input

The outline of the new program was shared at a meeting of our Professional Development School Network, attended by administrators from our partner districts. The group was positive

about the program, especially about the ability for students to complete a rich certification in four years, and the ease with which students could continue to an additional certification.

Duplication with comparable state programs

This program does not duplicate any other programs across the state. While there are many other teacher preparation programs in New Jersey, it is clear that the supply of teacher candidates is not meeting the demand for new teachers.

Demand for additional state resources

As this is a reconfiguration of existing programs, we have all necessary resources to proceed. In fact, this program improves efficiency for the School of Education. By combining programs, many of the same courses will be required for each track, which will make it easier to ensure that each section is fully enrolled.

Concluding Statement

Like many states across the nation, New Jersey is experiencing shortages of Special Education teachers, teachers of the Deaf and Hard of Hearing, and teachers of English as a Second Language. We believe that creating a single inclusive program will make it more attractive and less expensive for students to pursue additional certification in these areas, while also equipping all of our candidates with the skills they need to serve diverse populations. Changes in the state code and our receipt of the RAPID grant in support of enhanced literacy instruction gave the EECE and SELL Departments the opportunity to cross institutional boundaries and create a program that can better serve all of our candidates and their future students.



NEW JERSEY OFFICE
of the
SECRETARY OF HIGHER
EDUCATION

ACADEMIC ISSUES
COMMITTEE
of the
NEW JERSEY
PRESIDENTS' COUNCIL



STANDARDS FOR NEW ACADEMIC DEGREE PROGRAMS FORM FOR CONSULTANTS EVALUATING PROPOSALS

The standards for new academic degree program review are based on the regulations in New Jersey Administrative Code (N.J.A.C.) Title 9A – Higher Education, specifically N.J.A.C. 9A:1-2.10 through 2.14. As appropriate, required and recommended forms of evidence of fulfillment of the standards are described in this document. *Recommended elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals.*

The four standards as defined in the regulations are:

- 1) Sufficient academic quality
- 2) Sufficient evidence of labor market demand for the program
- 3) Duplication with comparable programs of study in the State
- 4) Whether the proposed new program will require significant additional State resources

In accordance with the process outlined in the *Academic Issues Committee (AIC) Manual*, institutions are required to engage an external consultant who will evaluate proposed new academic degree programs and provide to the institution a comprehensive analysis with recommendations. Institutions are required to include the consultant's report and their response to the consultant's report with their full program proposal submission to the AIC. The purpose of this fillable form is to provide consultants with a clear outline of all items specified in the new academic degree program regulations in order for the consultant to complete a thorough analysis and evaluation.

The following elements of each standard are required to be addressed and should be clearly presented by the institution to aid in the evaluation by the external consultant. Proposals should be evaluated by the consultant on the basis of evidence meeting each of the standards. Consultants should comment on each item to support and contextualize their evaluation by providing comprehensive feedback, justification, and explanation.

Elements provided in italics are intended to offer additional guidance to enhance and strengthen new academic degree program proposals, however these items are not required and should not be held against an institution if omitted.

Institution	The College of New Jersey
New Academic Degree Program Title	Inclusive Education Program
Degree Designation	Bachelor of Science in Education
Degree Abbreviation	B.S.

STANDARD 1 SUFFICIENT ACADEMIC QUALITY

N.J.A.C. 9A:1-2.11

- ☒ 1) Status of the institution's State licensure and accreditation by a nongovernmental entity recognized by the U.S. Secretary of Education.

- ☒ Sufficient
☐ Not sufficient

Explanation:

TCNJ has already been operating undergraduate early childhood and elementary teacher preparation programs with all the required State licensure and accreditations. This program will replace several of their existing undergraduate teacher preparation programs and does not require any additional institutional licensing.

- ☒ 2) Evidence of appropriately qualified faculty, instructors, staff instructors and/or administrators. *Additional evidence may include, as applicable, other academic units within or outside the institution (e.g., clinical sites) to provide educational services to the program and the commitment of those units is consistent with offering a program of quality in the field.*

- ☒ Sufficient
☐ Not sufficient

Explanation:

I visited The College of New Jersey in December to meet with the Provost, the Dean of the School of Education, and the Program Directors for the new Inclusive Education program. We discussed the program at length, and the program directors offered a detailed narrative of the program's origin and development as well as an explanation of the core courses and their relationship to other programs and courses in the school. I was impressed by the array of expertise among the TCNJ faculty and the reflection of this expertise in the collaborative process by which this program was designed.

When the Inclusive Education program was first envisioned as a replacement for and synthesis of several existing teacher education programs, the intention was to take advantage of faculty expertise in the fields such as: critical pedagogy, special education, Deaf education, urban

education, literacy, child development, education policy, arts-based pedagogy, culturally responsive teaching, curriculum design, gender and sexual diversity, speech and language development, critical disability studies, and universal design for learning, among others. With this in mind, the Directors instituted a process whereby faculty from across the existing teacher education programs collaborated to develop a robust definition of inclusion as a basis for reimagining TCNJ's existing courses from the Urban Education, Special Education, and Early Childhood Education programs. Together, these faculty created a spiraled course sequence that allows students to repeatedly return to key ideas and understandings, deepening their understanding of these concepts and, by the end of the program, working them into their practice as educators. This spiraled approach is evident in the way students interact with the very idea of inclusion throughout the program. They begin the program with an introduction to the concept of inclusion (ELE 203) as what Dean Dell'Angelo calls "teaching to the edges" and "centering the margins". In this course, students are introduced to a series of key topics such as power, privilege, bias, microaggressions, intersectionality, education policy, segregation, normative notions of intelligence, othering, the hidden curriculum, culturally relevant pedagogy, universal design for learning, critical pedagogy, cultural capital, social movements in education, and current issues in education. These themes reemerge in future courses, such as SLP 102, ELE 102, ELE 113, ELE 201, RAL 220, ECE 202, ESE 220, SPE 214, SPE 322, RAL 320, SOM 203, and ECE/ELE 498.

This innovative approach to program design was only possible because of the wide array of faculty expertise at TCNJ, and it was clear in my conversation with the Program Directors that there is a great deal of faculty buy-in, an important factor that has allowed the school to collaboratively redesign a number of their existing courses. The Directors and Dean all reported to me that faculty are excited about teaching in the new Inclusive Education program, as it offers them an opportunity to link their own areas of expertise to other topics and ideas in the field of teacher education. In order to fully take advantage of faculty expertise across these courses, the Program Directors also plan to offer opportunities for faculty to team-teach some of the courses.

RECOMMENDATIONS

I recommend that the Program Directors create a concrete plan for supporting ongoing collaboration among the program's faculty. The collaborative process that led to the development of this program was funded by a generous grant from the State of New Jersey. Now that this additional funding has been depleted, it will be important for the TCNJ administration to find resources and/or opportunities for faculty to collaborate without any significant additional burden. In my conversation with the Dean and Provost, we discussed the possibility of integrating some of this ongoing collaboration into faculty meetings to give faculty the chance to do frequent formative self-assessments, reflect on their successes and challenges, and revisit their syllabi and policies for student support together. Given the program's thoughtful focus on curricular cohesion, it will be important for the school to encourage this kind of collegial cohesion as the curriculum evolves in response to students' needs and a changing social context. Both the Dean and Provost expressed enthusiasm about the idea of supporting the Program Directors to facilitate ongoing collaboration, and the Provost and I discussed the possibility that this program could become a model for faculty from the other TCNJ schools to conceptualize collaborative curriculum development.

- ☒ 3) A plan for the dedication of sufficient resources, including human resources, to implement and maintain the program. *Such resources may include library holdings and other library resources, technology, specialized facilities and equipment (laboratory or otherwise), and/or other needed resources, as applicable.*

☒ Sufficient

☐ Not sufficient

Explanation:

After speaking with the Dean and Provost, I am confident that this program has the full support of the TCNJ administration. Both the Dean and Provost expressed enthusiasm about the Inclusive Education program, and they suggested a number of ways they plan on supporting the program. The Dean has been hosting monthly open houses for students and faculty that center on themes of diversity, equity, inclusion, and belonging. She plans to align these open houses more closely with the Inclusive Education program's curricular themes. In developing this program, the Directors and TCNJ School of Education faculty have chosen to root their work in the comprehensive curriculum they have already spent many years developing. Their choice to replace several existing programs with this new Inclusive Education program led them to focus on re-sequencing and redesigning existing courses that are already well-supported by the College's library. Further, the new Inclusive Education program will draw on their already robust array of PreK-12 school partnerships to support their students' fieldwork.

Many of the courses in the new Inclusive Education program are likely to draw in non-majors, so the program is almost certainly going to generate increased revenue for the School of Education. Additionally, by consolidating existing programs and offering options that are more flexible for the first two years of the program, TCNJ has opened up more pathways into their teacher education degrees. Therefore, the school's already robust enrollment numbers are likely to remain high, despite the statewide and nationwide downward trend in teacher education enrollment. With this in mind, I am confident that the program will continue to bring in the necessary tuition revenue to ensure that the program is adequately resourced. If anything, the creation of this program has allowed TCNJ to consolidate resources so that all TCNJ's preservice teachers have more equitable access to a wider range of faculty expertise, course content, and field experiences.

RECOMMENDATIONS

I recommend that the Program Directors develop a plan for working with the program's school partners and supervising teachers to reflect on their own alignment with the inclusive mission of this teacher preparation program, specifically focusing on the expansive and critical way TCNJ faculty have defined the concept of inclusion. Modeling and practicing inclusion in this manner can be challenging for educators in PreK-12 schools who are navigating pressures from administrators, parents, and state/federal accountability measures.

Given the centrality of field experiences in the Inclusive Education program, it is important to create opportunities for the TCNJ students' supervising teachers to study and reflect on their

own practice through a justice-centered inclusive lens so they are prepared to create a field learning environment that will support TCNJ pre-service teachers to develop a teaching practice that is intentionally inclusive. My own research on justice-centered teacher preparation has led me to recognize the value of creating layers of cohesion across a teacher preparation program so that curricular cohesion is mirrored in the collaboration and social cohesion across program faculty and school partners.

I suggest creating an additional curricular component aimed at supporting the PreK-12 supervising teachers to do structured engagement with and reflection on key themes within the Inclusive Education program. I also suggest devoting a small portion of the program's budget toward holding a few additional meetings each year with supervising teachers to give them the time, space, and guidance to reflect on their own teaching practice in relation to these themes.

☒ 4) Clearly stated program objectives that are related to the institutional mission, strategic plan, and, where appropriate, to the careers, professions, or practices into which graduates of the program are expected to enter. *Consider including a plan for student enrollment which may include an appropriate recruitment strategy, appropriate admissions requirements, a plan for transfer students, articulation agreements and/or provisions for part-time enrollment, as applicable.*

☒ Sufficient

☐ Not sufficient

Explanation:

The goals of the Inclusive Education program are clear, both in the way they are articulated in writing and in the way they are understood and embodied in the practices of the program's leadership. The program's stated goals are as follows:

1. Have strong content knowledge.
2. Understand how race and poverty impact schools and communities.
3. Incorporate the habits of mind of researcher by conducting teacher/action research in their classrooms.
4. Engage with families and communities meaningfully.
5. Understand, interpret, and create curriculum in culturally relevant and responsive ways.
6. Become advocates for children and leaders in their schools.

These goals are closely aligned with the goals in TCNJ School of Education's conceptual framework, as they capture the institutional desire to produce critically analytic teachers who can challenge, care for, connect with, advocate for, and humanize their students and their students' families. In a historical moment marked by a nationwide teacher shortage and increasing instability for many students and families, it is more important than ever for teacher preparation programs to ensure novice teachers are equipped with the knowledge and skills to offer all students a quality education. In this respect, the Inclusive Education program not only fulfills the goals of the institution, but also speaks to urgent needs in PreK-12 schools across New Jersey and the rest of the country.

Without a doubt, TCNJ's Inclusive Education program is designed to ensure that graduates are able to grow a pedagogical vision that meets the most basic needs of an early childhood or elementary classroom. The curriculum covers math, literacy, science, and social studies instruction; child development; social foundations of schools and schooling; learning theory; curriculum design and assessment; both high and low instance disabilities; and speech and language development. It contains rich, scaffolded fieldwork opportunities so that students are initially engaging in fieldwork that is connected directly to the learning they are doing in their courses (their first few fieldwork opportunities are built into the structure of several of the program's core courses), and then completing two semesters of student teaching in which they are expected to synthesize and apply their learning from the previous six semesters in the program. In this sense, the traditional portions of the curriculum are as robust as any teacher education program I have seen or been involved with, and TCNJ students will graduate with the requisite knowledge and skills that are considered the base standard in the fields of early childhood and elementary education.

However, what distinguishes this program is that the TCNJ faculty have layered onto these basic skills and knowledge a rich understanding of inclusion and opportunities for students to reflect on their own identities and positionality in relation to their teaching throughout their time in the program. The program has been designed to spiral key ideas about inclusion and overlay them onto all the fundamental knowledge- and skill-building that is to be expected from any teacher education program. In this sense, this program has been designed to be both innovative and more rigorous than teacher preparation programs at typical peer institutions. The program design is truly a model to follow.

In my conversation with the Program Directors and Dean, we talked at length about what it means to both teach and model the values embedded in inclusive pedagogy. We discussed the challenges and joys of enacting a pedagogy of inclusion, and they acknowledged that, though faculty are generally committed to modeling the program's pedagogical commitments for preservice teachers, they - like all of us - are in a process of unlearning exclusionary practices and integrating more humanizing practices into our pedagogy. In my current research, I have been working with colleagues to trace the process by which teacher educators can embody what we call "justice-centered reflective practice," or the kind of practice that is reflected in the institutional and programmatic goals mentioned above. One of our key findings thus far is that the ongoing, collaborative process of centering justice and humanity in teacher education must be built into the very structure of teacher preparation programs (Rosen et al., 2024). It is obvious to me that the Inclusive Education Program Directors and Dean Dell'Angelo value this kind of process and recognize that what allows us to practice an inclusive pedagogy is to embed continual opportunities for reflection and revision into our teaching and into any program structure. I was particularly impressed by the Program Directors' assertion that creating a teacher preparation program like this is only a first step; they recognize the importance of systematically embedding frequent program assessments into their work as program leaders, and they talked about a number of ways they have already been informally collecting data from students, school partners, and program faculty.

Dean Dell'Angelo has also been integrating ongoing professional development in the topics that undergird TCNJ's conception of inclusion, including understanding various forms of diversity in relation to systems of power, universal design for learning (UDL), and culturally responsive, equity-based pedagogy. She has been inviting guest speakers to faculty meetings,

organizing faculty book study groups, and encouraging faculty to take advantage of workshops and other resources from TCNJ's Center for Excellence in Teaching and Learning.

RECOMMENDATIONS

I recommend that the Program Directors work with the Dean to further strengthen these ongoing opportunities for professional development so that faculty can enact inclusive practices in their pedagogy. As part of this work, it may behoove the program faculty to engage in descriptive reviews of student work and develop systems for eliciting student feedback, as well as institute a collaborative practice of (supportive, not evaluative) peer observations so that faculty across the program can have conversations about the kinds of accessibility practices they want to model and the principles of accessibility that should be guiding their work in a teacher preparation program that is so strongly focused on inclusion.

- ☐ 5) Appropriate student learning outcomes, in the form of a table, that incorporate:
- ☐ a) Appropriate scaffolding to allow students to build on knowledge as they progress through curriculum;
- AND**
- ☐ b) A variety of assessments and corresponding rubrics for students to demonstrate content mastery and skill acquisition.

☒ Sufficient

☐ Not sufficient

Explanation:

In my visit to TCNJ, the Program Directors shared a list of student learning outcomes that map onto the goals present in the course syllabi I reviewed. It is clear to me that these courses and their assessments have been thoughtfully designed with the student learning outcomes in mind and with appropriate scaffolding to support students to meet these goals. These goals are reflected in the table they shared with all the program outcomes mapped to specific assessments and course content. This table references the appropriate New Jersey Learning Standards, details the curricular scope and sequence within each course, and highlights key assessments for each course.

- ☒ 6) Evidence of program rigor in the curriculum with information that displays:
- ☐ a) Program outcomes detailing what students will be able to demonstrate at completion of the curriculum, *which may include, if applicable, adequate program options and/or other opportunities for students, as well as fulfillment of curriculum certification and/or accreditation standards;*
 - ☐ b) Planned curriculum with course descriptions *which can be enhanced with supplementary information that may include credit values including hours per week and how many weeks per term; credit distribution and nature of required, elective,*

and research courses; mode of instruction; and/or a detailed curriculum that represents a suitable approach to professional study in the field, as applicable;

- ☐ c) A plan to provide students access to faculty, instructors and/or staff;

AND

- ☐ d) Comparisons to the curricula of the same or similar programs at other institutions, if applicable, and if such curricula are available.

☒ Sufficient

☐ Not sufficient

Explanation:

The planned curriculum for the new Inclusive Education program is thorough, comprehensive, and rigorous. School of Education faculty used a spiraled design when planning the course sequence, introducing key inclusion topics that define inclusion in an expansive, equity-focused way in the Foundations of Inclusive Education course (ELE 203). These topics are then taken up again in more depth in future courses, such as in Speech and Language Development (SLP 102); Children's Literature and the Exploration of Identity and Culture (ELE 102); Child Development (ELE 201); Building and Sustaining Inclusive Classroom Communities (SPE 214); Methods of Teaching Literacy I and II (RAL 220 and RAL 320); Assessment, Planning, and Methods for Inclusive Practices (SPE 322); Teaching Social Studies from a Multicultural Perspective (SOM 203); and the Student Teaching Seminar (ECE/ELE 498). The course sequence is designed to ensure that students have the option to take general courses without locking themselves into either early childhood or elementary education in the first 2 years, then choosing one specialization and exploring that age group in more specificity. The required course sequence also includes room for students to take classes in an academic major, it builds in space for electives, and offers the possibility of pursuing endorsements in Special Education, ESL, and Deaf and Hard of Hearing Education as well. When I looked across all the required Inclusive Education courses, I noticed that the curriculum stands out in its thoughtful text choices and wide array of creatively designed assessments. In designing this program, TCNJ faculty have been intentional about selecting texts from a range of scholarly traditions and disciplines, juxtaposing the ideas from various fields to help construct an expansive conception of inclusion and also build the basic skills and knowledge that early childhood and elementary teachers need. The assessments offer students various modalities through which to express understanding as well as opportunities for: exploration of the context for American schools and schooling, reflection on their own pedagogical beliefs and commitments, creation of curriculum, analysis of student work and other classroom artifacts, and practice in employing different instructional strategies. Where there is overlap in course assessments that overlap is warranted, as teachers need the chance to return frequently to tasks such as lesson planning or practice with instructional strategies in order to build the requisite skill in these areas.

The Program Directors shared with me a chart with the Inclusive Education program course sequence that includes credit hours, lists of required and elective courses, slots for courses in a student's academic major, and a breakdown of how many credits students need for their TCNJ core course (6 credit units), academic major (8 credit units), Inclusive Education courses (15 credit units), and electives (2-3 units). All of the required courses in the Inclusive Education

program are aligned to New Jersey state teacher preparation standards, and all syllabi include learning goals that support the overall learning goals of the program as a whole. Every syllabus includes faculty office hours and instructor contact information. School of Education faculty participate in the school's community, making them available to students outside of their office hours as well.

Given that there are no other Inclusive Education programs in the State of New Jersey, the Program Directors have not offered any explicit comparisons to other programs. However, as an administrator in a teacher preparation program with similar goals, I can attest to the robustness of this curriculum, as its scope is broad enough to prepare early childhood and elementary teachers for the breadth of expertise that their jobs demand while also offering in-depth coverage of key themes and topics that are central to the mission and goals of a program focused on inclusivity and equity.

The following course syllabi could use more complete descriptions of the required assessments ECE 102 and SOM 203.

RECOMMENDATIONS

My recommendations in this area are only suggestions that I think would further enrich what is already a rich curriculum design:

First, I suggest that the Program Directors develop a series of specific core assessments that are designed to see students' developing understandings. If they integrate these as fixed features of certain courses that will be present regardless of who teaches them, such assessments can become benchmarks for the program faculty to collectively notice how students are taking up the central ideas of the program. Alternatively, Program Directors might identify specific places in the curriculum where they want faculty to assess particular program competencies so that there are consistently assessments of these competencies built into the same moments in the course of any given student's journey through the program. Such touchpoints can help faculty track students' progress as developing preservice teachers. It is common for syllabi to change over time as courses get taught by different instructors. No matter which faculty teach those courses and how they make revisions to the syllabi over time, the program should ensure that every program competency gets assessed in the student's time in the program.

Consistent with this first recommendation, I would like to call the Program Directors' attention to the opportunity to build in baseline qualitative assessments of students' understanding of inclusion and their orientation toward classroom practice in their initial Foundations course. It may be useful for Program Directors to hold onto these baseline assessments in order to track students' progress over time.

Similarly, I suggest creating opportunities throughout students' time in the program (prior to the final portfolio project) for them to return to previous work that they have done in the program as a means of reflecting on their own developing understandings. Currently, this is built into the final portfolio process, but it may be useful for students to do a more abbreviated reflection on their past work once or twice prior to that final semester.

Though I reiterate that I noticed quite a thoughtful variety of assessments, I suggest that the Program Directors do a review of all assessments across the program's required courses to identify where there should or should not be overlap between the types of assessment tasks students encounter in the program. Program Directors may want to examine the following:

-How many papers are they writing papers?

- How often are they being asked to produce multimodal assignments?
- How often are they demonstrating understanding through quizzes or exams?
- How often are they being asked to evaluate their own values and professional commitments?
- How often are they engaging in reflection?

-How often are they getting opportunities to practice lesson planning, try out instructional strategies, or experiment with giving feedback?

In the interest of supporting curricular coherence, I recommend creating a chart that lays out all of the assessments students will encounter so that the Program Directors and program faculty can develop a coherent vision for what assessment should look like in this program and be intentional about modeling diverse assessments for TCNJ preservice teachers, even as syllabi evolve and courses are revised over time. As I mentioned above, I believe it is appropriate to repeat some types of tasks, such as those based on conducting classroom observations or those that involve developing lesson plans. In some cases, it might be useful to align tasks that students practice across several courses so that students get more experience with a particular protocol or approach.

Finally, I recommend creating a standardized format for all syllabi that incorporates the accessibility principles underlying the program's definition of inclusion. Having a standardized syllabus for required courses can serve as a cue for students to notice the themes and values that drive the program's curriculum. Standardizing syllabi makes information more accessible to neurodivergent students. Also, repetition of the program's accessibility principles can help students and instructors all stay on the same page as they explore the meaning of inclusion in their practice.

☒ 7) Evidence of employer input in the development of the new program, where appropriate, **which may include:**

- ☐ a) Participation of employers on advisory committees;
- ☐ b) Letter of support from a chamber of commerce demonstrating the need and desire for the program;
- ☐ c) Summary of employer or professional association feedback on the new program proposal and institution's response to the feedback;
- ☐ d) Evidence of employer/institution partnership agreements to provide research, experiential learning, or other equivalent opportunities to students in the program;
- ☐ e) Survey results from employers in the field highlighting the skills and expertise needed with a clear connection to the program proposal;
- ☐ f) A plan to ensure continued partnership with employers in the field for the new program proposed;

AND/OR

- ☐ g) Other documentation of direct employer or industry participation in the design of the program.

☒ Sufficient

☐ Not sufficient

Explanation:

The Program Directors of the new Inclusive Education program have not only solicited employer input, they created this program directly in response to years of feedback they have received from their partner schools, which have been hosting their pre-service teachers as student teachers. TCNJ has longstanding partnerships with a number of preschools and elementary schools, and TCNJ faculty work closely with teachers and administrators in these schools. Recently, the Program Directors shared the plans for these programs with their Professional Development School Network, attended by administrators from their partner districts. They received overwhelmingly positive feedback from the participants in this meeting. Their ongoing partnerships allow the Program Directors, Dean, and other faculty to remain attuned to the needs of New Jersey public schools, and they have plans to continue such partnerships. Additionally, TCNJ faculty take part in structured conversations with school and district administrators. For instance, recently Dean Dell'Angelo participated in an organized conversation between policy makers, university educators, and PreK-12 school administrators to discuss the needs of the teaching profession and the role each of these stakeholder groups can play in supporting a strong teaching force.

☒ 8) Evidence that demonstrates a commitment to equity, accessibility, and affordability within the new program, **which may include:**

☐ a) A program equity statement for the program/field that is supported by evidence of an institution's demonstrated commitment to and valuing of diversity, equity, and inclusion. Evidence may include, but is not limited to, equitable enrollment and employment outcomes for historically underrepresented groups;

☐ b) A plan to monitor student progress in the program in order to address unanticipated or unknown barriers to equitable program completion outcomes;

AND/OR

☐ c) A plan to provide student services and accommodations to support equitable program completion outcomes.

☒ Sufficient

☐ Not sufficient

Explanation:

The TCNJ Inclusive Education program is rooted in a commitment to equity and access, both in terms of the curricular content and in terms of its approach to students. In the program description, the Program Directors offered a detailed review of New Jersey's demographic diversity and the needs of the state's diverse communities. In this review, they accounted for socioeconomic diversity, language diversity and immigration status, and racial diversity, all of which are salient categories for understanding the demands that schools and teachers are contending with as they seek to serve students and their families.

TCNJ already has a long history of supporting access for students from low income backgrounds, first generation students, and nontraditional students with scholarships and grants. This new program will offer similar access pathways, however, with more flexible options for completing the program and obtaining certification or endorsements, the Program Directors have essentially widened possibilities for students who may not have the privilege to afford or be able to commit to a 5-year program. Further, the new design makes it easier for transfer students to enter the program with most of the credits they already earned in a community college or other institution. In TCNJ's old programs, students were forced to decide on a major rather early on. In contrast, by creating more overlapping courses between the early childhood and elementary education specializations, this new program makes it possible for preservice teachers to wait longer before deciding on a specialization. Further, with courses that can count toward other certifications, students have the option to continue their education to complete a Master's degree in Special Education (SED), Teaching English as a Second Language (ESL) or Teaching the Deaf or Hard of Hearing (DHH). The flexibility of this program is quite remarkable and atypical for undergraduate teacher preparation.

Additionally, the program is designed to create a safe and welcoming environment for students with marginalized identities. The Program Directors highlighted numerous places in the required course sequence in which students are supported to reflect critically on their own identities and develop a sense of agency as teachers. For instance, in ELE/ECE 498 students conduct a practitioner inquiry project to study their own teaching. Practitioner inquiry is a research tradition that engages teacher researchers in looking inward to reflect on how their own identities and positionalities shape their teaching practice, and it is premised on the commitment to equity and justice. The inclusion of a practitioner inquiry project as a graduation requirement is a cue that TCNJ remains committed to a vision of teaching, learning, and schooling that values and makes room for diverse identities. Faculty also spend time in their monthly faculty meetings discussing diversity through an equity lens, with the idea that they too must be prepared to create welcoming learning environments for students with a range of identities. The Dean shared plans for inviting a series of guest speakers to faculty meetings to discuss diversity in the areas of race, ethnicity, socioeconomic status, gender, sexuality, and ability/disability, as well as key topics that drive the Inclusive Education program, such as universal design for learning (UDL) and other accessibility topics. She has initiated book clubs around texts such as *Equity By Design*, which has become a core text in many courses that discuss UDL. Given my review of the program syllabi and what I heard of the Dean's approach to fostering an appreciation for diversity in the School of Education, I am confident that this program will draw and retain preservice teachers from diverse backgrounds.

☒ 9) A plan for continuous review and improvement of the new academic program. Such plan **shall include** the following:

- ☐ a) The primary activities within the program that are to be reviewed, including how the program will adapt for new technology and developments within the field;
- ☐ b) Regularly scheduled time periods/intervals for review;
- ☐ c) Metrics for program monitoring and guidance for how the institution will course correct, if needed;

AND/OR

☐ d) Input by students, field experts, and external reviewers in program review processes.

☒ Sufficient

☐ Not sufficient

Explanation:

As mentioned above, in my visit to TCNJ I was struck by the Program Directors' commitment to fostering continual self-assessment in the Inclusive Education program. This orientation toward continual collaborative self-assessment was evident in the process they used to develop the new program, which indicates to me that collaborative introspection is already built into the culture of TCNJ's School of Education. The Program Directors came to our conversation with a stance of self-reflection and humility, and it was clear to me that they prioritize the needs of their students and New Jersey PreK-12 schools. They took seriously our conversation, seeking out my feedback and expressing the desire to continue our collaboration on an informal basis.

The Inclusive Education program is guided by clear institutional and programmatic learning goals, and the Dean has committed to regularly creating space in faculty meetings for faculty to engage in ongoing programmatic assessment. That said, the Program Directors did not share any specific metrics for gauging whether and how instructors and students are meeting the learning goals once the new program is launched.

RECOMMENDATIONS

I recommend that the Program Directors develop a specific protocol for systematically assessing the program's curricular coherence and TCNJ students' conception of inclusion, as well as a schedule for when that ongoing assessment will occur and who will be involved. For instance, in the Independent School Teaching Residency program at the University of Pennsylvania, we engage in regular program review with instructors from all our curricular strands by looking closely at students' assignment submissions across our courses, analyzing how students are taking up the central themes that we seek to thread throughout the program. Focusing on our assessment practices - and, specifically, on students' work - allows us to notice students' understanding and also identify areas in which we are not being as transparent as we intend with our learning goals. We have also developed a feedback loop between students and our team of program administrators that we have found to elicit more authentic feedback than the university's end-of-semester course surveys. I have already shared these materials with the TCNJ Inclusive Education Program Directors, and I am happy to have further conversations about our many self-assessment practices as they further develop their programmatic assessment plan.

☐ STANDARD 1 met

☐ STANDARD 1 not met

STANDARD 2

SUFFICIENT LABOR MARKET DEMAND

N.J.A.C. 9A:1-2.12

Part One

☒ 1) Evidence that the Classification of Instructional Programs (CIP) number for the program is mapped to a single occupation or set of occupations listed in the Standard Occupational Classification (SOC) as set forth in the 2020 CIP-SOC Crosswalk created by the Bureau of Labor Statistics and the National Center for Education Statistics, which is incorporated herein by reference, as amended and supplemented, and available at nces.ed.gov/ipeds/cipcode/Files/CIP2020_SOC2018_Crosswalk.xlsx;
AND

☒ 2) Evidence of substantial labor market demand for the occupation or occupations that are mapped to the program, as supported by documentation of demand from the New Jersey Department of Labor and Workforce Development.

☒ Sufficient

☐ Not sufficient

Explanation:

The Inclusive Education program is designed to prepare students to become early childhood and elementary school teachers, with options for endorsements in Special Education, ESL, and Deaf and Hard of Hearing Education. These are both listed in the SOC: Preschool Teachers, Except Special Education and Elementary School Teachers, Except Special Education (SOC 2018 Code 25-2011), with various CIP codes associated with each of these classifications. New Jersey Department of Labor and Workforce Development has included Elementary and Preschool teachers in their Labor Demand Occupations List.

If evidence of both items in Part One can be met, proceed to next section, STANDARD 3.

If evidence of both items in Part One cannot be met, proceed to Part Two below.

Part Two

☐ 1) Evidence of one or more of the following:

- ☐ a) Evidence of projected increasing demand in the careers, professions, or practices that graduates of the program are prepared to enter;
- ☐ b) Evidence that the current number of graduates from existing programs at other institutions in the State will not be adequate to meet the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;
- ☐ c) Evidence that the current profile of graduates from existing programs is not in accordance with the projected demand in the careers, professions, or practices that graduates of the program are prepared to enter;

- ☐ d) Evidence of substantial employer engagement, which may include, but is not limited to, program appraisal, program partnerships, and opportunities to review and comment on the program, in the development of program curriculum;

OR

- ☐ e) Evidence of strength in the employment outcomes from current degree programs at the institution at the same academic degree level of the program.

☐ Sufficient

☐ Not sufficient

Explanation:

N/A

If evidence of any items in Part One or Part Two **cannot be met**, proceed to Part Three.

Part Three

- ☐ 1) Explanation of why there are insufficient data available to assess the program according to the criteria in Part One and Part Two above;

- ☐ 2) Evidence of preparation for a career, profession, or practice through the program;

AND

- ☐ 3) Evidence that a majority of graduates from the program are reasonably likely to obtain employment, including self-employment, in the careers, professions, or practices indicated in the program proposal within 12 months of:

- ☐ a) Graduation from the program,

OR

- ☐ b) The receipt of a terminal degree in a program sequence that includes the proposed program.

☐ Sufficient

☐ Not sufficient

Explanation:

N/A

☐ **STANDARD 2 met**

☐ **STANDARD 2 not met**

STANDARD 3
DUPLICATION WITH COMPARABLE PROGRAMS

N.J.A.C. 9A:1-2.13

☐ 1) Listing of all currently offered programs at the same degree level **and** in the same academic discipline. Proceed to items 3 and 4 in this section.

☐ Sufficient (Proceed to items 3 and 4 in this section)

☐ Not sufficient (Standard 3 for duplication is not met)

Explanation:

OR

☒ 2) Explanation of the institution's method for determining that there are no comparable academic degree programs in the State.

☒ Sufficient (Standard 3 is met, there is no duplication. Proceed to Standard 4)

☐ Not sufficient (Standard 3 for duplication is not met)

Explanation:

There are no comparable academic degree programs in the State of New Jersey. The Dean and Program Directors have done a review of all of the teacher education programs in the state and found that there are no other teacher education programs that focus specifically on inclusive education. That said, it would benefit New Jersey to have more programs like this one, as it offers a pedagogical and curricular vision that will serve to support the future of New Jersey schools.

☐ 3) Justification for necessary duplication of a currently offered program in the State at the same degree level and in the same academic discipline.

┆ a) Explanation of a relevant relationship between the proposed academic degree program and the institutional mission or a specific area of institutional academic focus;

AND

┆ b) Explanation of how a collaborative approach with another institution of higher education that currently offers the program per the listing, including, but not limited to, articulation agreements and joint degree programs, would not be cost effective or a feasible alternative to offering the proposed academic degree program.

☐ Sufficient

☐ Not sufficient

Explanation:

N/A

☐ 4) Justification for necessary duplication of a currently offered program in the State at the same degree level and in the same academic discipline.

Evidence of **one or more of the following**:

- ☐ a) Evidence of significant instructional differentiation from currently offered programs at other institutions in the State that are at the same degree level and in the same academic discipline;
 - ☐ b) Evidence of projected student population differentiation from currently offered programs at the same degree level and in the same academic discipline;
 - ☐ c) Evidence of projected sustainable cost savings for students compared with the cost of currently offered programs at the same degree level and in the same academic discipline;
 - ☐ d) Evidence of student and community demand at the institution and in the region for the program, **including, but not limited to**, evidence that shows demand through:
 - ☐ i) Surveys or interviews of current students, faculty, and staff at the institution;
 - ☐ ii) Surveys or interviews of elected officials or other members of the institution's local community;
 - ☐ iii) Documented capacity constraints within currently offered programs at the same degree level and in the same academic discipline at other institutions;
- AND**
- ☐ iv) Data on State and/or regional enrollment trends.

☐ Sufficient
☐ Not sufficient
 Explanation:
 N/A

☐ STANDARD 3 met
☐ STANDARD 3 not met

STANDARD 4 ADDITIONAL STATE RESOURCES N.J.A.C. 9A:1-2.14

- ☒ 1) Projections for State support must include all of the following:
- ☐ a) The total of the projected budget for the proposed academic program that would be supported by either direct State support and/or indirect State support, including, but not limited to, State student assistance grant and scholarship programs;
 - ☐ b) The projected increase in direct State support to the institution due to the proposed academic program;
 - ☐ c) The projected increase in indirect State support to the institution due to the proposed academic program;

- ☐ d) Any concurrent changes to the budget of the institution that may represent a projected reduction in State support to the institution;

AND

- ☐ c) The anticipated length of time that any projected increases in State support would be required for the program.

☒ Sufficient

☐ Not sufficient

Explanation:

There is no need for any additional state resources to support this program, as the Program Directors have intentionally designed it as a reconfiguration and combination of existing TCNJ teacher preparation programs.

☒ 2) Evidence that the proposed new academic degree program will:

- ☐ a) Offset continued State support for the program through sustained increases to State revenue and any additional economic impact to the State generated by the program;

AND/OR

- ☐ b) Become sustainable within five years in the absence of the significant additional State resources that were used to establish the program.

☒ Sufficient

☐ Not sufficient

Explanation:

This program should be self-sustaining in that it replaces TCNJ's existing teacher preparation programs. There is no reason to believe that this program would fail to generate the same (or more) revenue as the current teacher preparation programs.

☒ 3) Institutional plan for integrity and compliance monitoring, as well as internal fiscal controls, to prevent misuse of State funding and government resources.

☒ Sufficient

☐ Not sufficient

Explanation:

TCNJ already does this monitoring, and the institution will continue its compliance monitoring measures.

☒ STANDARD 4 met
☐ STANDARD 4 not met

Consultant's Recommendation

- ☐ The proposal meets all four standards and can be submitted to the AIC.
- ☐ The proposal failed to meet one or more of the standards. The consultant should provide detailed information in the next section to support this recommendation.

Standards to be Addressed by Institution

The consultant should only use this section if the second box, above, is checked in order to provide detailed information to support a determination that the proposal failed to meet one or more of the standards. The consultant should also suggest items for the institution to address to attain compliance with the standards using the particular standard's specific citation from this document, example: "Standard 1, item 5b."

General Suggestions/Comments

The consultant should use this section to provide additional feedback for the institution that is not related to the four **program standards**.

--

Consultant Information

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Institution: Click or tap here to enter text

Date Reviewed: Click or tap to enter a date

Signature: Click or tap here to enter text

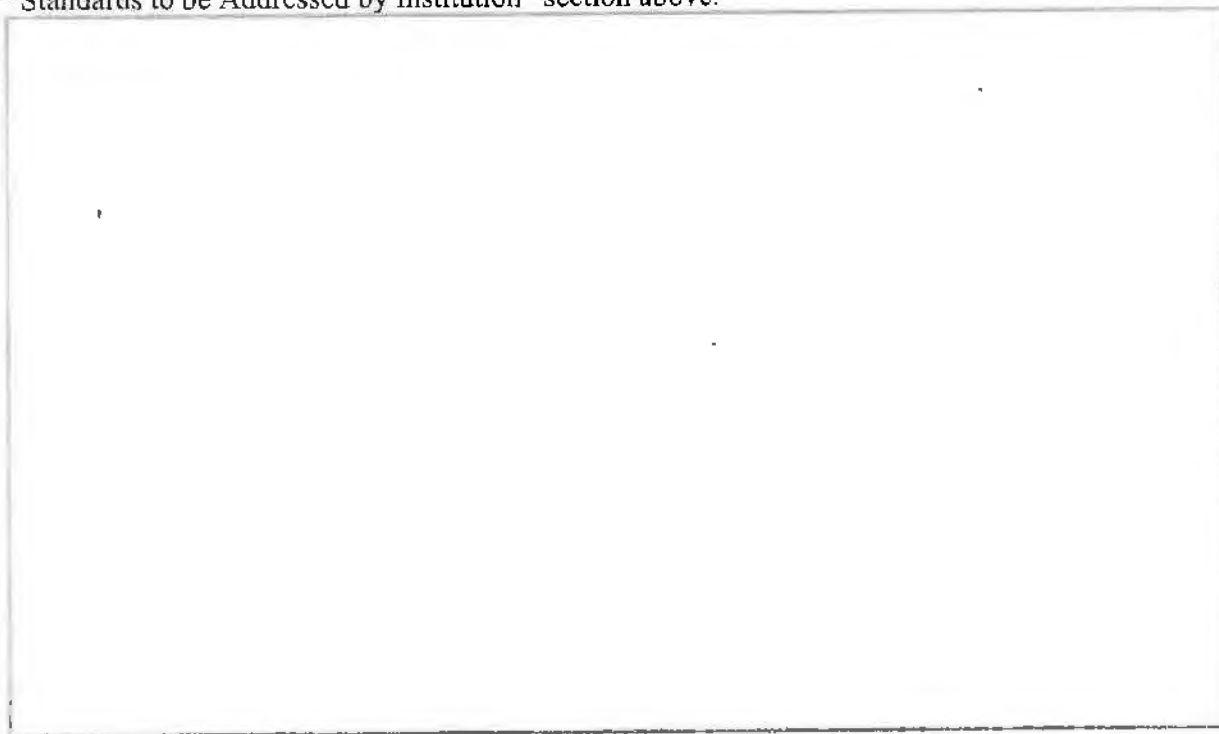
Internal Use Only:

Date Received: Click or tap to enter a date.

Received by: Click or tap here to enter text.

Institution's Response to Consultant Recommendations for Standard(s)

Institutions should adequately respond to the comments provided by the consultant in the "Standards to be Addressed by Institution" section above.



Institution's Response Submitted by:

Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Email: Click or tap here to enter text.

Date Reviewed: Click or tap to enter a date.

Signature: Click or tap here to enter text.

**The College of New Jersey
Resolution Approving a Revised Reappointment and Promotions
Document**

- Whereas:** The College of New Jersey has established a promotions process for non-tenure track full time faculty positions by which the titles of Senior Clinical Specialist/Senior Lecturer and Master Clinical Specialist/Master Lecturer may be earned; and,
- Whereas:** The Committee on Faculty Affairs has recommended changes to the Reappointment and Promotions Document to reflect the promotions process that has been established for these non-tenure track full time faculty positions; and,
- Whereas:** The Committee on Faculty Affairs has recommended restructuring the document so that the criteria regarding reappointment and promotion for tenure track faculty, librarians, and non-tenure track faculty are integrated within the sections of Teaching/Librarianship - Scholarly/Creative/Professional Activity - and Service; and,
- Whereas:** The Committee on Faculty Affairs has recommended the addition of a non-tenure track seat to the College Promotions and Tenure Committee, and that the additional member will only join in discussions concerning the promotion of non-tenure track faculty; and,
- Whereas:** The Committee on Faculty Affairs has recommended additional revisions to improve the accessibility and clarity of the document.
- Therefore,
Be It
Resolved:** The attached Reappointment and Promotions Document be approved.

February 25, 2025

MEMO

To: Steering Committee

From: Bethany Sewell and Nelson Rodriguez, Co-Chairs of CFA

February 3rd, 2025

Re: Removal of section 2.3 from CFA's final recommendation regarding revisions to the PRD in light of MOA #149

CFA had originally recommended an addition to section 2.3 for Librarian II eligibility as follows:

"Three (3) years experience in role(s) relevant to the responsibilities of the position. Relevant experience and/or roles may include but are not limited to advanced study, work experience in relevant non-library settings, and/or pre-MLS work in a library, and they may be considered in substitution for post-MLS work experience."

The Library has a rank (Librarian III) which is concurrent rank to the Faculty Lecturer rank for librarians who have recently received their MLS degree. Many times, however, librarians come to the profession as a second career with relevant experience in non-library settings that are invaluable to their library specialty. This simple revision would address inequities in determining rank at initial appointment and may also serve to encourage a more expansive and inclusive applicant pool when librarian positions are posted.

However, CFA recognizes that the charge from Steering to realign the RPD with changes made in MOA #149 is concerned specifically with faculty with NTTP appointments. We recommend that Steering revisit considering a change to the RPD to include more inclusive language for the Librarian II rank in the future.

Please see the revised final recommendation documents attached.

Final Recommendation for Updating RPD to Align with MOA #149

Background: On September 5, 2024, Judi Cook, on behalf of Academic Affairs, and Matthew Wund, AFT President, asked Steering to charge CFA with updating the Reappointment and Promotions Document (RPD) to reflect the changes made in MOA #149.

Charge: CFA was charged by Steering to review the Reappointment and Promotions Document (RPD) in light of MOA #149 and make any updates needed to 1) devise a way to allow faculty with NTTP appointments to sit on department and college-wide promotion committees when evaluating promotion for other NTTPs; 2) establish eligibility criteria for participation in the selection of committee members; 3) provide deans with general criteria that can be applied across all schools for determining the calculation of prior years of professional experience for Clinical Specialists and Lecturers to ensure equity in establishing promotional timelines for NTTPs.

Feedback solicited: CFA sent a preliminary recommendation out to all tenured and tenure-track faculty and librarians, AFT Leadership, the Faculty Senate, and the Council of Deans, along with a Qualtrics survey, on December 04, 2024 to solicit feedback. Eighty percent (80%) of respondents agreed or strongly agreed with the overall preliminary recommendation. Open comments were also solicited. Based on the feedback, we recommend the following adjustment:

- Remove the cover page from the RPD and instead note that the online submission system (Faculty Process) collects needed information.

CFA's Final Recommendation: CFA recommends the following revisions to the RPD to reflect the changes made in MOA #149. [A red-lined copy of the RPD with all recommended changes is attached to this email.]

Please note the following key changes:

1. When reviewing the RPD and determining the clearest way to include NTTPs pathways for promotion, the committee also restructured the document. We are recommending that to be more inclusive and also clear, the criteria regarding reappointment and promotion for Tenure Track faculty, Librarians, and NTTPs are integrated within the sections of Teaching/Librarianship - Scholarly/Creative/Professional Activity - and Service.
2. We recommend an additional member of the CPTC and that that member be an NTTP from any school and will only join in discussion on the CPTC for promotion of NTTP faculty.
3. To improve accessibility and clarity, we recommend formatting the presentation of the Standardized CV section and the chart regarding the timelines [not the content].

List of suggested edits to RPD

Section 1.3 Definitions and Process Clarifications

Promotion: a candidate advances in academic rank (i.e., to Associate Professor, Professor, Librarian II, Librarian I, ~~or~~ Assistant Director in the Library, Senior Clinical Specialist/Senior Lecturer, or Master Clinical Specialist/Master Lecturer).

Footnote 1: Including reappointment with tenure. ~~or~~ reappointment with tenure and promotion,

and reappointment for Non-Tenure Track Teaching Positions (NTTP) as applicable.

Footnote 2: That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+) or for NTTP.

promotion (section 5) includes promotion processes that occur separately from reappointment, during Years 1-4 (i.e., pre-tenure), ~~or~~ after approval for tenure (Years 6+) or (in the case of Non-Tenure Track Teaching Positions, such as Clinical Specialists/Lecturers) when the minimum requirements are met. Application for promotion is voluntary, occurs during the fall semester only, and may require external review (the external review process begins in the spring; see Sections 3.2.5. & 8.5.).

1.4. Rank & Desired Action

[Update table to include column to left to delineate TenureTrack and Non-Tenure Track and added an additional row on the bottom to help Non-Tenure Track candidates understand which section(s) of the document are most applicable.]

2.1. Tenure Track Faculty – Minimum Eligibility for Promotion

All Tenure Track 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.

2.2. Non-Tenure Track Teaching Positions-Minimum Eligibility for Promotion

All NTTPs 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:

Credit for prior years of experience may be negotiated with the Dean at the time of hiring. Relevant experience and/or roles may include but are not limited to advanced study and/or professional experience in relevant non-teaching settings and may be considered in substitution for teaching experience.

Senior Clinical Specialist/Senior Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and five (5) years of professional experience, at least three (3) of which must have been at the rank of Clinical Specialist/Lecturer at TCNJ.

Master Clinical Specialist/Master Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and ten (10) years of professional experience, at least three (3) of which must have been at the rank of Senior Clinical Specialist/Senior Lecturer at TCNJ.

2.3. Librarians – Minimum Eligibility for Promotion

[Librarians minimum eligibility for promotion has been moved to section 2.3 instead of having a separate librarian section altogether]

Three (3) years experience in role(s) relevant to the responsibilities of the position. Relevant experience and/or roles may include but are not limited to advanced study, work experience in relevant non-library settings, and/or pre-MLS work in a library, and they may be considered in substitution for post-MLS work experience.

2.4. Faculty – Teaching

Promotion to Associate Professor and Senior Clinical Specialist/Senior Lecturer requires evidence of continued improvement in teaching in response to feedback from peers and students, and a growing record of teaching excellence.¹

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

2.5. Librarians – Librarianship

[Librarianship has been moved to section 2.3 instead of having a separate librarian section altogether]

2.6. Tenure Track Faculty – Scholarly/Creative/Professional Activity

The following side-by-side comparison is only a guide to help differentiate between qualifications Tenure Track by rank.

2.6.1. Joint Faculty, or Faculty in Departments with Multiple Disciplinary Standards, Who Are Applying for Tenure and Promotion to Associate Professor

2.6.2. Interdisciplinary Faculty Applying for Promotion to Professor

2.7. Librarians – Scholarly/Creative/Professional Activity

[Librarian Scholarly/Creative/Professional Activity has been moved to section 2.7 instead of having a separate librarian section altogether]

2.8. Faculty – Service¹¹

Footnote 11. For NTTP, service is not required unless the candidate is also seeking promotion.

¹The 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.

Promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer requires service to the department/program, school, and/or the College contributing to the effective operation and growth of the institution;

Promotion to Professor, Assistant Professor in the Library, or Master Clinical Specialist/Master Lecturer requires consistent service, leadership,

The following side-by-side comparison helps to differentiate service by rank: that is, types and levels of service that are commonly reported by Pre-tenure faculty (including faculty who were hired at the rank of Associate Professor, or Librarian I), by Associate Professors (and those applying for promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer), and by Professors (and those applying for promotion to Professor, Assistant Director in the Library, or Master Clinical Specialist/Master Lecturer).

Pre-tenure Faculty Member or Clinical Specialist/Lectur er	Associate Professor with Tenure or Senior Clinical Specialist/Senior Lecturer	Professor or Master Clinical Specialist/Master Lecturer
---	--	--

Examples of Campus Service by Breadth of Impact and Effort Expected

Tier 2 Committee on inclusive Excellence ~~Campus Diversity Council~~

Tier 3 Committee on inclusive Excellence ~~Campus Diversity Council~~

Examples of Campus Service by Breadth of Impact and Effort Expected

2.9. Librarians – Service

Examples of Campus Service by Breadth of Impact and Effort Expected

Tier 2 Committee on inclusive Excellence ~~Campus Diversity Council~~

Tier 3 Committee on inclusive Excellence ~~Campus Diversity Council~~

3.1.1. Reappointment (including Tenure with Select Promotions)

Intent to apply for promotion for Clinical Specialists and Lecturers must be submitted February 15, or the soonest business day thereafter, of the calendar year in which they will submit their application materials. Application materials for reappointment or reappointment with promotion must be submitted by September 15, or the soonest business day.

3.1.2. Coordination with Department PRC

Candidates for promotion to Senior Clinical Specialist/Senior Lecturer or Master Clinical Specialist/Master Lecturer must coordinate peer reviews of teaching with their Department PRC, to have at least 3 peer reviews from the preceding 3 academic years at the time of their application. See section 9 for more information.

3.2. The Department Promotion and Reappointment Committee (PRC)

3.2.1. Membership/Eligibility

3.2.1.1. Minimum Number

Senior Clinical Specialists/Senior Lecturers and Master Clinical Specialists/Master Lecturers may serve on PRCs for other Clinical Specialists/Lecturers and Master Clinical Specialists/Master Lecturers but must recuse themselves from all promotion and reappointment discussions for Tenure Track candidates.

3.2.2. Selection of Committee Members

- The department may, by simple majority vote of tenured, ~~and Tenure-Track~~, and

non-tenure track teaching members, designate PRC membership to be comprised of all tenured and approved for tenure faculty members as well as Senior Clinical Specialist/Senior Lecturers, and Master Clinical Specialists/Master Lecturers ~~faculty members~~ in the department or;

- Where a department chooses to elect its members, it will develop election procedures and conduct elections. Tenured, and Tenure Track, and NTTP members are eligible to participate in these elections. Elections will be conducted no later than the date specified in Timeline 6.4.

3.4. The College Promotions and Tenure Committee (CPTC)

3.4.1. Membership/Eligibility

- Members must be tenured faculty and librarians who have reached the rank of Associate Professor, Professor, Librarians II, ~~or~~ I, or Assistant Professor in the Library, or Senior/Master Clinical or Lecturer Specialist. When possible, seven (7) of the members should have the rank of Professor.
- When possible, the CPTC is composed of ~~twelve (12)~~ thirteen (13) 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.
 - One (1) NTTP (from any school and will only join in discussion for promotion of NTTP faculty)
- It may not always be possible to assemble a CPTC comprised of thirteen (13) ~~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, thirteen (13) ~~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) and one (1) NTTP (from any school).

4. Reappointment (~~Pre-Tenure~~)

4.1. For Tenure Track Faculty and Librarians, Year 1

4.2. For Tenure Track Faculty and Librarians, Year 2

4.3. For Tenure Track Faculty and Librarians, Year 3

4.4. For Tenure Track Faculty and Librarians, Year 4

4.5. For Tenure Track Faculty and Librarians, Year 5

4.5.1 [new format for chart]

ANNEX 1 - Environmental Indicators

ENVIRONMENTAL INDICATORS

ENVIRONMENTAL INDICATORS

ENVIRONMENTAL INDICATORS

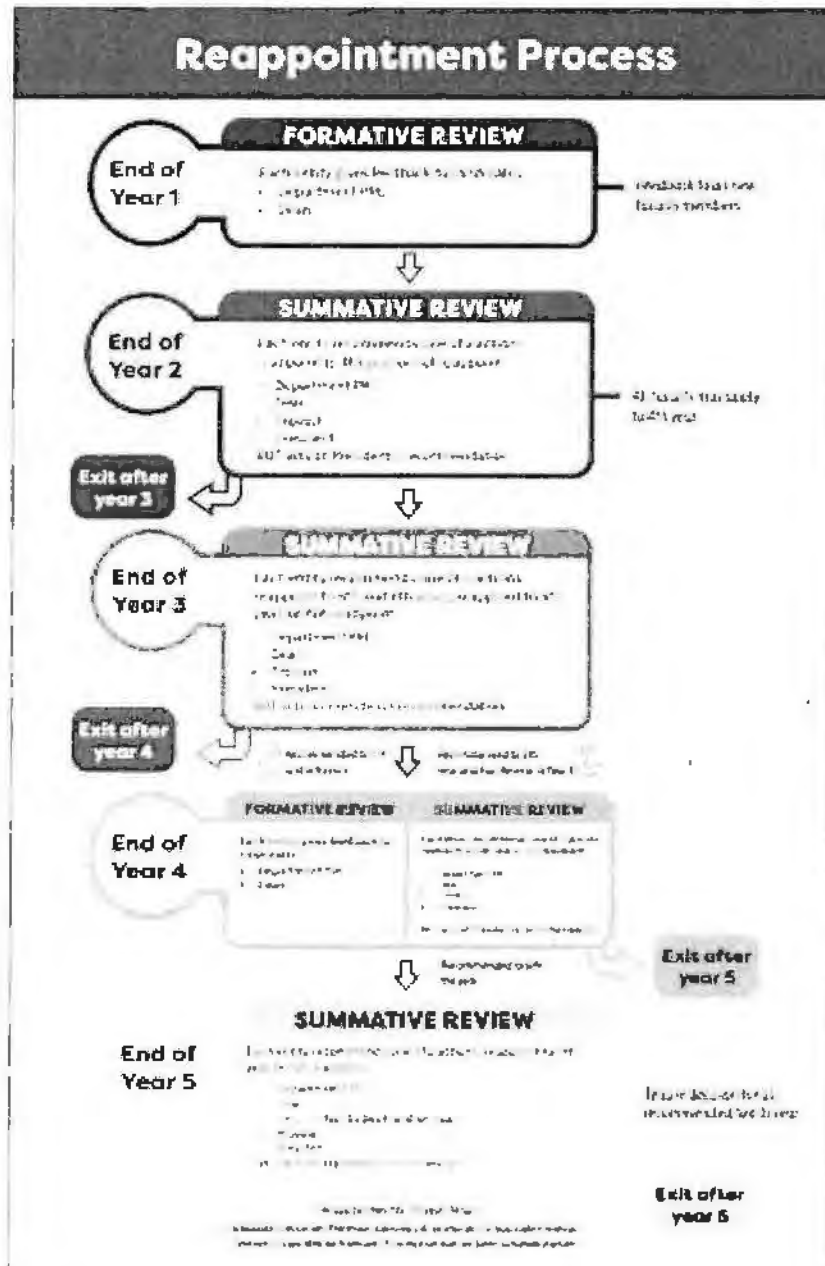


ENVIRONMENTAL INDICATORS

ENVIRONMENTAL INDICATORS

ENVIRONMENTAL INDICATORS

ENVIRONMENTAL INDICATORS



4.6 For Non-Tenure Track Teaching Positions (NTPP)

Clinical Specialists and Lecturers who seek only reappointment are not required to meet faculty service expectations. Likewise, those whose initial appointment was as a Senior Clinical Specialist/Senior Lecturer, and who seek only reappointment, are not required to meet faculty service expectations.

4.6.1 For Non-Tenure Track Teaching Positions, Year 1-3

5. Promotion¹⁶

Footnote 16: That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+), or for promotion of NTPP.

6.1. Pre-Tenure-Review and Reappointment Timelines for Tenure Track Faculty and

Librarians

6.2 Review and Reappointment Timelines for Non-Tenure Track Teaching Positions on a 2-year Contract

Non-Tenure Track Teaching Position Review & Reappointment Timelines Review

YearActions Ordinary Timeline*

2 Candidate applies for reappointment to the third and fourth year PRC conveys its review letter to Sep 15

Candidate has right to respond to PRC review candidate and Dean April 3 April 10

Dean conveys review of complete packet May 1
Candidate has right to respond to Dean May 8
Provost reviews complete packet and

conveys recommendation letter June 11
Candidate has right to respond to Provost June 18
President reviews packet and conveys

recommendation letter June 30
Action is taken by Board of Trustees to

reappoint to the third and fourth year July 30

*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

6.3 Review and Reappointment Timelines for Non-Tenure Track Teaching Positions on a 3-year Contract

Non-Tenure Track Teaching Position Review & Reappointment Timelines Review

YearActions Ordinary Timeline*

3 Candidate applies for reappointment to the fourth, fifth, and sixth year candidate Sep 15
PRC conveys its review letter to

Candidate has right to respond to PRC review and Dean April 3 April 10

Dean conveys review of complete packet May 1
Candidate has right to respond to Dean May 8
Provost reviews complete packet and

conveys recommendation letter June 11 Candidate
has right to respond to Provost June 18 President
reviews packet and conveys

recommendation letter June 30

Action is taken by Board year
of Trustees to reappoint to July 30
the fourth, fifth, and sixth

*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

7. Standard Application for Reappointment and/or Promotion for Tenure Track Faculty, Non-Tenure Track Teaching Positions, and Librarians.

A. The online submission system (Faculty Process) collects cover page information.

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),
☐ 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----

C. Professional Development Essay

The Professional Development Essay is optional for *Clinical Specialists* and Lecturers (of any

rank) who seek reappointment only.

D. Disciplinary Standards

The Disciplinary Standards section is not required for *Clinical Specialists* and Lecturers (of any rank).

9. Abbreviated Application for Reappointment and/or Promotion for Non-Tenure Track Teaching Positions (including Standardized Curriculum Vita)

Clinical Specialists and Lecturers seeking promotion must submit an abbreviated version of the Standard Application for Reappointment and/or Promotion (See Section 7 for details). Elements of this application include:

- 1. Cover Page, HIR Eligibility Letter, and all Hiring and Reappointment Offer Letters*
- 2. Table of Contents*
- 3. Professional Development Essay*
 - a. 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 their professional development in the area of teaching and of service, and should include specific examples of excellent teaching and its effectiveness in achieving learning outcomes and in preparing students for life after college and careers, and the scope of service, including length of time and major outcomes. The essay should also include a description of how the candidate believes they have fulfilled the appropriate qualifications for reappointment and/or promotion, as well as a discussion of future goals and aspirations. An effective presentation is clear, concise, accurate, and balanced.*
 - b. The Professional Development Essay typically ranges from two (2) to three (3) single-spaced pages, and should use a 12-point font with one-inch margins. Essays may not exceed four (4) single-spaced pages. The Professional Development Essay is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only*
- 4. Evaluation Letters/Reports*
- 5. Standardized Curriculum Vita*
 - a. Overview of Accomplishments Since Last Reappointment/Promotion Review. Using single spacing, a 12-point font, and no more than the 1st page, provide a bulleted list of your most important teaching and service accomplishments since your last reappointment review or promotion application. This overview is optional for **Clinical Specialists** and lecturers (of any rank) who seek reappointment only.*
 - b. 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.*

c. *Educational Background*

- i. *Degrees and diplomas, including dates, institutions and areas of specialization*
- ii. *Title of dissertation and name of supervisor (if applicable)*
- iii. *Post-doctoral fellowships or advanced professional certifications (if applicable)*

d. *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's) students or mentees.

e. *Teaching Record*

i. *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 should provide supporting documentation for the most recent five (5) years during which they have taught at TCNJ. This discussion is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only.*
3. *Discuss your contributions to the College Core program such as First Year Seminar (if applicable). This discussion is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only.*

ii. *New courses, curricula, or pedagogies developed at TCNJ*
iii. *Independent studies and other non-classroom modes of instruction. Provide evidence of success in an appendix (or appendices)*

iv. *External curricular grants, including those awarded, those resubmitted with revision, and those submitted but declined*
v. *TCNJ curricular grants awarded*

vi. *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. This discussion is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only.*

f. *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. This section (xii) is optional for **Clinical***

Specialists and Lecturers (of any rank) who seek reappointment only.

- i. *Departmental committees or formal assignments*
- ii. *School or library committees or formal assignments*
- iii. *College committees or formal assignments*
- iv. *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.*

g. *Record of Outside Service. This section (xii) is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.*

- i. *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.*
- ii. *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.*

h. *Student Feedback on Teaching*

i. *Peer Reviews of Teaching. This section contains all original Peer Reviews of Teaching. Paragraph 13 of MOA 126 specifies "Clinical Specialists/Lecturers will be evaluated through the established peer evaluation process on an annual basis." Applicants must have a minimum of three (3) peer reviews from the preceding three (3) academic years at the time of their application.*

j. *Course Syllabi*

k. *Teaching Materials*

l. *Service Materials*

m. *Other Materials [optional]*

6. *Scholarly/Professional/Creative Activity: Scholarly/professional/creative activity is neither required nor expected from Clinical Specialists/Lecturers of any rank. In addition, service activity tied to scholarly/professional/creative activity, such as membership on the Sabbatical or SOSA Councils, is not expected or appropriate for Clinical Specialists/Lecturers of any rank. Thus, items in the RPD's Standard Application that do not appear above have been intentionally excluded and are not evaluated for Clinical Specialists/Lecturers.*

7. *Reappointment: The procedures described herein also apply to Clinical Specialists/Lecturers of any rank seeking only reappointment via new contract.*

- a. *Clinical Specialists/Lecturers on two-year contracts must submit their reappointment packet (See above) by September 15, or the soonest business day thereafter, during the second academic year of their contract.*

- b. *Clinical specialist/Lecturers on three-year contracts must submit their reappointment packet by September 15, or the soonest business day thereafter, during the third academic year of their contract.*

8. *Timeline. The reappointment and promotion process for Clinical Specialist/Lecturers will follow relevant dates in the promotion timeline that appears in the RPD (currently, timeline 6.2). Application packets are due September 15, or the soonest business day thereafter.*
9. *Department/Program Personnel Review Committee (PRC): The department/program PRC is responsible to collaborate with the Clinical Specialist/Lecturer to facilitate the peer reviews of teaching, as described in the RPD (currently, section 3.2.3). The department/program PRC is also responsible for the review of the applicant's materials as described in the RPD (currently, section 5.2.6), and for meeting the relevant review/evaluation deadlines specified in the RPD's promotion timeline (currently, timeline 6.2).*
10. *Packet Review Process and Timeline:*
 - a. *The promotion and reappointment applicant's packet, following its review by the PRC, will then be reviewed by the dean, the college-wide promotion and tenure committee (CPTC), the provost, and the president, and, in the event the president recommends the applicant for reappointment and/or promotion, that recommendation will be submitted to the board of trustees for final action. This promotion and reappointment review process will follow the promotion review process described in the RPD (currently, section 5) and use the RPD's promotion timeline (currently, timeline 6.2).*
 - b. *The reappointment applicant's packet, following its review by the PRC, will be reviewed by the dean, who will convey their recommendation to the provost. The provost will convey their recommendation to the president, and the president in turn conveys their recommendation to the board of trustees for a final decision. This reappointment review process will use the RPD's promotion timeline (currently, timeline 6.2).*
11. *Non-Recommendation for Promotion: Clinical Specialists/Lecturers whose promotion applications are not recommended for promotion may, at the discretion of the College, be recommended for reappointment to a two- or three-year contract as specified in MOA126, paragraph 10.*
12. *Withdrawal of Promotion Application: An applicant for promotion 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, dean, provost, or president, depending upon the stage of the application process. Applicants who withdraw their promotion application may request continuing review of their application for reappointment.*

TCNJ Reappointment and Promotions Document

Revision date: 01 October 2024

1.1. Introduction

The Reappointment and Promotions Document (RPD) contains standards and procedures for review, reappointment, tenure, and promotion for faculty and librarian candidates. The RPD is approved through the governance process up to the Board of Trustees, and matters relating to processes and timelines have been agreed to by the TCNJFT, Local 2364, AFT.

1.2. Abbreviated Table of Contents

1. Introductory Material (including Detailed Table of Contents)
2. Bases and Standards for Evaluation
3. Roles, Responsibilities, and Rights
4. Reappointment¹
5. Promotion²
6. Timelines
7. Standard Application for Reappointment and/or Promotion
8. Other Forms
9. Abbreviated Application for Reappointment and/or Promotion for Non-Tenure Track Teaching Positions (including Standardized Curriculum Vita)

1.3. Definitions & Process Clarifications

Reappointment: following a successful summative review, a pre-tenure candidate is appointed for further employment of one or more years.

Tenure: the final reappointment action, resulting in a candidate's appointment to permanent employment (subject to the terms and conditions of applicable contracts and College employment policies). According to New Jersey State law, public college faculty and librarians are tenured after "6 consecutive academic years, together with employment at the beginning of the next academic year" (N.J.S.A. 18A:60-16). Since TCNJ seeks to follow AAUP best practice by giving non-reappointed faculty and librarians a terminal year before their employment ends, it has a 5 year tenure review process. In other words, the fifth year of a pre-tenure faculty or librarian's employment is ordinarily their "tenure review year."

Promotion: a candidate advances in academic rank (i.e., to Associate Professor, Professor, Librarian II, Librarian I, Assistant Director in the Library, Senior Clinical Specialist/Senior Lecturer, or Master Clinical Specialist/Master Lecturer).

¹Including reappointment with tenure, reappointment with tenure and promotion, and reappointment for Non-Tenure Track Teaching Positions (NTTP) as applicable.

²That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+) or for NTTP.

Joint Tenure/Promotion vs Separate Reappointment and Promotion Processes: For several decades, reappointment (including tenure) and promotion were separate processes at TCNJ, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring “6 consecutive academic years, together with employment at the beginning of the next academic year,” which in turn permitted TCNJ to align standards for select promotions with those for tenure. Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, concurrent with their reappointment with tenure.

Use of Reappointment and Promotion in this Document: While this document covers all reappointment and promotion processes, it uses subheadings as follows:

- **reappointment (section 4)** includes all pre-tenure review processes – formative review, summative review and reappointment, summative reappointment with tenure only, *and* summative reappointment with tenure and promotion. Annual review is mandatory for pre-tenure candidates, and ordinarily occurs in the spring semester.
- **promotion (section 5)** includes promotion processes that occur separately from reappointment, during Years 1-4 (i.e., pre-tenure), after approval for tenure (Years 6+) or (in the case of Non-Tenure Track Teaching Positions, such as Clinical Specialists/Lecturers) when the minimum requirements are met. Application for promotion is voluntary, occurs during the fall semester only, and may require external review (the external review process begins in the spring; see Sections 3.2.5. & 8.5.).

The table in the next section should help candidates understand which section(s) of this document are most applicable.

1.4. Rank & Desired Action

Track	Rank (at time of application)	Desired Action			
		Reappointment Only	Reappointment with Tenure Only	Reappointment with Tenure and Promotion	Promotion Only
Tenure Track	Assistant Professor or Librarian III	Years 1-4 Reappointment application: RPD section 4	Not available	Year 5 Application to 7 th year: RPD section 4	Promotion Application: RPD section 5
Tenure Track	Librarian II	Years 1-4 Reappointment application: RPD section 4	Year 5 Application to 7 th year: RPD section 4	Year 5 Application to 7 th year: RPD section 4 (if candidate chooses)	Promotion Application: RPD section 5
Tenure Track	Associate Professor, Professor, or Librarian I	Years 1-4 Reappointment application: RPD section 4	Year 5 Application to 7 th year: RPD section 4	Not available	Promotion Application: RPD section 5

Non-Tenure Track Teaching Position	Clinical Specialist or Lecturer	Reappointment application: R PD section 4 and 9	<i>n/a</i>	<i>n/a</i>	Reappointment application: RPD section 5 and 9
------------------------------------	---------------------------------	---	------------	------------	--

1.5. Detailed Table of Contents

1. Introductory Material

- 1.1. Introduction
- 1.2. Abbreviated Table of Contents
- 1.3. Definitions & Process Clarifications
- 1.4. Rank and Desired Action (Table)
- 1.5. Detailed Table of Contents

2. Bases and Standards for Evaluation

- 2.1. Tenure Track Faculty- Minimum Eligibility
- 2.2. Non-Tenure Track Teaching Positions-Minimum Eligibility for Promotion
- 2.3. Librarians – Minimum Eligibility for Promotion
- 2.4. Faculty- Teaching
- 2.5. Librarians- Librarianship
- 2.6. Tenure Track Faculty- Scholarly/Creative/Professional Activity
 - 2.6.1. Joint Faculty, or Faculty in Departments with Multiple Disciplinary Standards, Who Are Applying for Tenure and Promotion to Associate Professor
 - 2.6.2. Interdisciplinary Faculty Applying for Promotion to Professor
- 2.7. Librarians- Scholarly/Creative/Professional Activity
- 2.8. Faculty- Service
- 2.9. Librarians- Service

3. Roles, Responsibilities, and Rights

- 3.1. The Candidate
 - 3.1.1. Reappointment (including Tenure with Select Promotions)
 - 3.1.2. Coordination with Department PRC
 - 3.1.3. Early Tenure by Exceptional Action

- 3.1.4. Modified Reappointment due to Qualified Life Event
- 3.1.5. Promotion (separate from reappointment with tenure)
- 3.1.6. Right to Appeal Decision of the CPTC
- 3.1.7. Withdrawal of Promotion Application
- 3.1.8. Promotion Procedure Grievances
- 3.2. The Department Promotion and Reappointment Committee (PRC)
 - 3.2.1. Membership/Eligibility
 - 3.2.1.1. Minimum Number
 - 3.2.1.2. Eligibility of Members
 - 3.2.1.3. Outside Members
 - 3.2.1.4. Service on Multiple Committees
 - 3.2.1.5. Joint-Appointments
 - 3.2.2. Selection of Committee Members
 - 3.2.3. Peer Review of Teaching
 - 3.2.3.1. Introduction
 - 3.2.3.2. Frequency of Peer Reviews
 - 3.2.3.2.1. Candidates for Reappointment
 - 3.2.3.2.2. Candidates for Promotion
 - 3.2.3.3. Reviewer and Course Selection
 - 3.2.3.4. Process for the Peer Observation of Teaching
 - 3.2.3.4.1. Responsibilities of the Candidate/Department/Program
 - 3.2.3.4.2. Responsibilities of the Dean
 - 3.2.3.4.3. Responsibilities of Peer Observer and Faculty Member
 - 3.2.4. External Review
 - 3.2.4.1. Background
 - 3.2.4.2. Step 1 – Selection of two appropriate reviewers
 - 3.2.4.3. Step 2 – Contacting the reviewers
 - 3.2.4.4. Step 3 – Sending materials

- 3.2.4.5. Step 4 – Charge to the external reviewers
 - 3.2.4.6. Step 5 – Reviewers’ evaluations
 - 3.2.4.7. Step 6 – Candidate’s optional response to reports
 - 3.2.4.8. Step 7 – Use of reviewers’ reports
 - 3.3. The Dean
 - 3.4. The College Promotions and Tenure Committee (CPTC)
 - 3.4.1. Membership/Eligibility
 - 3.4.2. Term of Service
 - 3.4.3. Nomination and Elections Procedures
 - 3.4.4. Operating Procedures
 - 3.4.5. Voting Procedures
 - 3.5. The Provost
 - 3.6. The President
- 4. Reappointment (Pre-Tenure)³
 - 4.1. Year 1
 - 4.2. Year 2
 - 4.3. Year 3
 - 4.4. Year 4
 - 4.5. Year 5
 - 4.5.1. Figure 1: Reappointment Process Flowchart
 - 4.6. Reappointment Process
 - 4.6.1. Step 1 – Candidate prepares packet
 - 4.6.2. Step 2 – PRC Review
 - 4.6.3. Step 3 – Candidate may respond to PRC evaluation
 - 4.6.4. Step 4 – Dean Review
 - 4.6.5. Step 5 – Candidate may respond to Dean evaluation

³ Including reappointment with tenure or reappointment with tenure and promotion, as applicable.

- 4.6.6. Step 6 – CPTC Review (if required)
- 4.6.7. Step 7 – CPTC Appeal Hearing (if desired)
- 4.6.8. Step 8 – Provost Review
- 4.6.9. Step 9 – Candidate may respond to Provost evaluation
- 4.6.10. →Step 10 – President Review
- 4.6.11. →Step 11 – Board of Trustees Action

5. Promotion⁴

- 5.1. Distinction from Reappointment with Tenure and Promotion
- 5.2. Promotion Process
 - 5.2.1. Step 1 -- Notify PRC and Academic Affairs of Intent to Apply
 - 5.2.2. Step 2 -- Interdisciplinary Candidates Notify PRC and Dean of Intention to Use Multiple Disciplinary Standards
 - 5.2.3. Step 3 – Coordinate sufficient peer reviews of teaching with PRC
 - 5.2.4. Step 4 – Coordinate external review with PRC (if applicable; see 6.3 below)
 - 5.2.5. Step 5 – Candidate prepares packet
 - 5.2.6. Step 6 – PRC Review
 - 5.2.7. Step 7 – Candidate may respond to PRC evaluation
 - 5.2.8. Step 8 – Dean Review
 - 5.2.9. Step 9 – Candidate may respond to Dean evaluation
 - 5.2.10. Step 10 – CPTC Review
 - 5.2.11. Step 11 – Candidate may request CPTC Appeal Hearing
 - 5.2.12. Step 12 – Provost Review
 - 5.2.13. Step 13 – Candidate may respond to Provost evaluation
 - 5.2.14. Step 14 – President Review
 - 5.2.15. Step 15 – Board of Trustees Action
- 5.3. External Review

6. Timelines

⁴ That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+).

- 6.1. Pre-Tenure Review Timelines
- 6.2. Promotion (only, separate from reappointment with tenure) Timeline
- 6.3. External Review Timeline
- 6.4. PRC and CPTC Nomination and Election Timeline
- 7. Standard Application Form for Reappointment and/or Promotion
 - A. Cover Page
 - B. 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)
 - H. Student Feedback on Teaching
 - I. Peer Reviews of Teaching
 - J. Course Syllabi
 - K. Scholarly, Creative, or Professional Work
 - L. Teaching Materials
 - M. Scholarly/creative/professional Materials
 - N. Service Materials
 - O. Other Materials
- 8. Other Forms
 - 8.1. Intention to Use Multiple Disciplinary Standards
 - 8.2. Department/Program Recommendations
 - 8.2.1. For Reappointment
 - 8.2.2. For Reappointment to Seventh Year with Tenure
 - 8.2.3. For Promotion
 - 8.3. Letter to External Reviewer
 - 8.3.1. For Promotion to Rank of Professor

8.3.2. For Promotion to Assistant Director in the Library

9. Abbreviated Application for Reappointment and/or Promotion for Non-Tenure Track Teaching Positions (Including Standardized Curriculum Vita)

2. **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, strives to hire teacher-scholars who will be successful in the initial evaluation process and continued professional growth, and seeks to recognize through the ranks of promotion those who demonstrate continuous exemplary achievement in teaching (or librarianship) and advising, scholarly/creative/professional activity, and service. Standards and procedures shall be fairly and equitably applied to all candidates, with the goal of supporting a culture in which progression through the ranks is a regular part of a successful academic career.

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. Additional commitments to community engagement, in keeping with the college's national recognition for community engaged learning, are also valued as part of required faculty work.

The review process relies on peer evaluation and recognizes the distinctiveness of academic disciplines. Therefore, the departments⁵ have the major responsibility for establishing reappointment and promotion guidelines, particularly for scholarship, and for making initial recommendations. Application packets and departmental recommendations are then considered by a Dean, and for summative and promotion reviews, by the College Promotions and Tenure Committee (CPTC⁶), the Provost, and the President, all of whom receive recommendations by prior reviewers while conducting independent reviews.

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 their accomplishments as evidence in support of their application.

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

⁵ or programs where there are no departments, or units of the library

⁶ The CPTC's role varies by type of review and prior recommendation. See 3.4.

recognizes progressive professional accomplishment, each rank requires a more significant level of accomplishment and scope of recognition. 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.⁷

The following sections address teaching/librarianship, scholarly/creative/professional activity, and service separately. However, for many faculty and librarians 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.

2.1. Tenure Track Faculty – Minimum Eligibility for Promotion

All tenure track 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:

Associate Professor: An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and five (5) years of professional experience. Nothing herein shall prohibit an Assistant Professor from applying for promotion to Associate Professor prior to obtaining tenure.

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.

2.2. Non-Tenure Track Teaching Positions-Minimum Eligibility for Promotion

All NTPs 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:

Credit for prior years of experience may be negotiated with the Dean at the time of hiring. Relevant experience and/or roles may include but are not limited to advanced study and/or professional experience in relevant non-teaching settings and may be considered in substitution for teaching experience.

Senior Clinical Specialist/Senior Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and five (5) years of professional experience, at least three (3) of which must have been at the rank of

⁷ Faculty hired before 1974 can be considered for promotion primarily based on excellence in teaching and service.

Clinical Specialist/Lecturer at TCNJ.

Master Clinical Specialist/Master Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and ten (10) years of professional experience, at least three (3) of which must have been at the rank of Senior Clinical Specialist/Senior Lecturer at TCNJ.

2.3. Librarians – Minimum Eligibility for Promotion

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:

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 second Master's degree in another subject area is desirable but not required. Nothing herein shall prohibit a Librarian III from applying for promotion to Librarian II prior to obtaining tenure.

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. Five (5) years professional library experience. A second Master's or doctoral degree in a relevant subject area, or ABD status in a relevant doctoral program. 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 decision for tenure and promotion remain separate.

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.

2.4. Faculty – 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:

- Shows subject Mastery, currency, and ongoing growth in one's discipline and/or across disciplines;
- Carefully prepares organized lessons and pedagogical materials designed to guide and enhance student learning;
- 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;
- Ensures class meetings and other learning opportunities, including providing student feedback, are conducted in a timely and professional manner;
- When appropriate, incorporates one's scholarship into teaching, including the effective supervision of student research and the incorporation of students into one's scholarship;
- When appropriate and possible, incorporates community engagement into teaching and curriculum;
- Extends teaching commitment to all levels of the curriculum, including First Year Seminars, College Core, introductory courses, graduate courses, and Signature Experiences where appropriate;
- 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;
- Conveys an intellectual and professional interest in individual student learning;
- 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;
- Creates and revises courses and curricula in ways that foster a vibrant, intellectual community built around a shared commitment to scholarly inquiry;
- Provides well-informed, thoughtful mentorship and advising appropriate to the students' personal and professional development;
- Strives for respectful and fair treatment when interacting with individual students;
- Is capable of adjusting the educational experience in response to individual student needs;
- Demonstrates rigor, transparency, and consistency in evaluating student work; and
- 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:

- 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.⁸
- Peer reviews of their teaching. The format and content of the peer reviews should conform to the guidelines set forth in 3.2.4.
- 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.
- 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, College Core, 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.

Promotion to Associate Professor and Senior Clinical Specialist/Senior Lecturer requires evidence of continued improvement in teaching in response to feedback from peers and students, and a growing record of teaching excellence.⁹

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

2.5. Librarians – Librarianship

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

- Mastery, currency and ongoing growth in one's specialty(ies);

⁸ 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.

⁹ 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.

- Careful preparation and clear organization;
- Fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;
- Purposeful experimentation in the practice of one's professional specialty(ies);
- Incorporation of one's scholarship into the practice of librarianship, where appropriate;
- Where appropriate and possible, incorporates community engagement into the practice of librarianship;
- Incorporation of one's professional service into the practice of librarianship;
- Timeliness and professionalism in carrying out professional responsibilities;
- Consistency in developing, implementing, and/or updating services;
- Respect and fair treatment of all library users as individuals; and
- 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:

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

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

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

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.¹⁰

2.6. Tenure Track Faculty – Scholarly/Creative/Professional Activity

The best teachers remain devoted learners. TCNJ embraces the model of a professor as teacher-scholar and understands that a serious and continuing commitment to scholarship complements and enriches teaching of the first order; therefore, the College values the scholarly and creative enterprise. The College recognizes a range of scholarly modes including:

- The Scholarship of Discovery – the traditional research model in which new content knowledge is acquired;
- The Scholarship of Integration – the creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines;
- The Scholarship of Application – the bridging of the gap between theory and practice through both research and action;
- The Scholarship of Pedagogy – the discovery or an evaluative analysis of the ways students learn, and the identification and assessment of methods used to foster learning; and
- Artistic Expression – the expression of artistry through the visual, performing, or literary arts.
- 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).

The following side-by-side comparison is only a guide to help differentiate between qualifications Tenure Track 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.

¹⁰ 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.

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.

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 engaged with community partners, 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, unless credit for prior years of professional experience was awarded in the initial employment contract. All published work should be included in the materials presented during the evaluation process, but

- promotion candidates should make clear which work has been conducted within the past 5 years,
- reappointment candidates should make clear which work has been conducted since the date of appointment, and
- candidates with credit for additional years of professional experience should make clear which work has been conducted since the date of professional experience credited or within the past 5 years (whichever is shorter).

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 or collaborating with a community partner, 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 or Professor. It is the responsibility of the candidate to make clear in the application that these expectations were met.

2.6.1. Joint Faculty, or Faculty in Departments with Multiple Disciplinary Standards, Who Are 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.

2.6.2. Interdisciplinary 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, the interdisciplinary candidate notifies department/program and dean of intention to use multiple disciplinary standards by the date indicated on Timeline 6.2, and the merged disciplinary standards must be finalized by the PRC and Dean of the school housing the candidate's home department by the date indicated on Timeline 6.2.

2.7. Librarians – 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 engaged with community partners, 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 or collaborating with a community partner, 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 3.2.5.). 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.

Promotion to Librarian I and Assistant Director in the Library requires continued achievement since attaining the previous rank, 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 3.2.5.).

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	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.

2.8. Faculty – Service¹¹

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 campus and potentially to the surrounding¹² community are expected to increase concomitantly with the institution's commitment to the individual. This means that faculty will be expected to demonstrate more significant service responsibilities as they seek promotion to a higher rank. 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 and community opportunities and events. 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).

¹¹ For NTTP, service is not required unless the candidate is also seeking promotion.

¹² Surrounding community is to be understood broadly, including but not limited to Ewing, Trenton, Mercer County, the State of New Jersey, and the metro Philadelphia and New York City regions.

The College further recognizes the higher expectations that may be placed on faculty of color and other traditionally under-represented faculty (Black faculty, Indigenous faculty, and other faculty of color, women, trans and queer faculty, faculty with disabilities, etc.), to serve on search committees, diversity initiatives, and other campus-wide efforts. In addition, faculty of color and other traditionally under-represented populations often undertake service to support similarly under-represented students, both formally and informally. Examples include mentoring students, sponsoring groups for under-represented students, providing guidance to first-generation college students, supporting student activists and activism on campus. While these forms of service can be more difficult to quantify, candidates should document and address in their essay this often “invisible” service and indicate how it has benefitted the students, college, community, or profession.

Promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer 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, Assistant Professor in the Library, or Master Clinical Specialist/Master Lecturer requires consistent service, leadership,¹³ and investment of time in the department/program, school, and the College, contributing significantly to the effective operation and growth of the institution; 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 department, school, campus, professional, and/or community levels.

The following side-by-side comparison helps to differentiate service by rank: that is, types and levels of service that are commonly reported by Pre-tenure faculty (including faculty who were hired at the rank of Associate Professor, or Librarian I), by Associate Professors (and those applying for promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer), and by Professors (and those applying for promotion to Professor, Assistant Director in the Library, or Master Clinical Specialist/Master Lecturer). While neither a prescriptive nor comprehensive list of service possibilities, table rows offer examples of increasing leadership and commitment

¹³ Leadership is not exclusively defined by one's position in a hierarchical structure, but rather is something that can be demonstrated at all levels by influencing, motivating, and enabling others to contribute toward the effectiveness and success of the group in which they serve. Effective leaders create results, attain goals, realize vision, and guide others by modeling more quickly and at a higher level of quality than do ineffective leaders.

to the institution, to the community, and to the profession that are concomitant to rank. The numerous examples in the table are meant as a guide, and successful applications will demonstrate their service via activity in one or more rows.

Examples of Faculty Service by Rank		
Pre-tenure Faculty Member	Associate Professor with Tenure	Professor
Participating actively in 1-2 committees or task forces at the Tier 1-2 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1-3 level (see table below).	Leading and participating actively in 1-2 committees or task forces at the Tier 1-4 level (see table below)
Joining and participating in appropriate professional organizations.	Participating and actively serving in appropriate professional organizations.	Holding office or leadership role in appropriate professional organizations.
Assisting with department- or program-level group advising or recruitment events	Advising student organizations or clubs, leading department activities or recruitment events	Serving as a chair or coordinator of a department or program, or a director of a center.
Serving as a reviewer or moderator for local or regional conferences, journals, and grants.	Serving as a reviewer or discussant for regional and/or national conferences, journals, and grants.	Ongoing service as a reviewer, discussant, or editor for conferences, journals, and grants; organizing symposia or conferences.
Developing a professional network with educational organizations, government, business, or industry.	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.
Involvement with a charitable, community, or cultural organization related to the candidate's professional expertise.	Continued collaboration in charitable, community, or cultural organizations related to the candidate's professional expertise.	Holding office or leadership role(s) in charitable, community, or cultural organizations

		related to the candidate's professional expertise.
--	--	--

The next table supplies context for the first row above, as it clusters campus service roles and committees into tiers, for the purpose of guiding faculty as well as recognizing the breadth of impact and institutional commitment demonstrated within each tier. This table is not a comprehensive list of campus service roles and committees. Rather, it should be used as a guide for describing campus service roles, committees (ad-hoc, regular, and non-governance), and non-traditional service not listed in the table. The work involved and impact of specific campus service roles and committees may differ from that indicated in the table for a given individual. Applicants should make the case for weighing and evaluating their specific service contributions in their essay.

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
Tier 1	IT department representative; Library department representative; Dept/Program recruitment representative, Department committee member (e.g., curriculum, search, program review/self-study), Member of school committee or task force (e.g., curriculum)
Tier 2	Member of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on inclusive Excellence , College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, IACUC, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council) Member of Faculty Senate Faculty union vice president, treasurer, secretary, representative, or committee chair Chair of school committee or task force (e.g., curriculum, accreditation, self-study) Fellowship Advisors (Goldwater, Truman) Chair of PRC, Dept Faculty Search committee, Dept/Program Self-Study/Accreditation Committee

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
Tier 3	<p>Member of Steering, CSPP, CFA, CAP, CSCC, IRB</p> <p>Member of search committee for President, Provost, Dean</p> <p>Chair/co-chair of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence , College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, IACUC, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Faculty representative to the Board of Trustees</p> <p>Member of Faculty Senate Executive Board</p> <p>School Academic Integrity Officers</p> <p>DEIA efforts and initiatives, diversity representation on search committees, and support/mentoring of minoritized students, faculty, staff, and campus/community groups by BIPOC/women/trans/queer/disabled faculty</p>
Tier 4	<p>Department chair, assistant/associate department chair, program coordinator, chief academic integrity officer, Honors/First Year Seminar/MUSE coordinators</p> <p>Chair/co-chair of Steering, Committee on Strategic Planning and Priorities (CSPP), Committee on Faculty Affairs (CFA), Committee on Academic Programs (CAP), Committee on Student and Campus Community (CSCC), Institutional Review Board (IRB)</p> <p>Chair/co-chair of Search committee for President, Provost, Dean</p> <p>Faculty senate president</p> <p>Faculty union president</p>

2.9. Librarians – 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 and potentially to the surrounding community, are expected to increase concomitantly with the institution's commitment to the individual. This means that librarians will be expected to demonstrate more significant service responsibilities as they seek promotion to a higher rank. Prior to tenure, librarians should shoulder an equitable portion of the responsibilities in the library and may, depending on their interests and other obligations, also choose to become involved in other campus and community opportunities and events. 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).

The college further recognizes the higher expectations that may be placed on librarians of color and other traditionally under-represented librarians (Black librarians, Indigenous librarians, and other librarians of color, women, trans and queer librarians, librarians with disabilities, etc.), to serve on search committees, diversity initiatives, and other campus-wide efforts. In addition, librarians of color and other traditionally under-represented populations often undertake service to support similarly under-represented students, both formally and informally. Examples include mentoring students, sponsoring groups for under-represented students, providing guidance to first-generation college students, supporting student activists and activism on campus. While these forms of service can be more difficult to quantify, candidates should document and address in their essay this often "invisible" service and indicate how it has benefitted the students, college, community, or profession.

Promotion to Librarian II requires evidence of contribution to the effective operations and growth of the library and the College. 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 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 helps to differentiate service by rank: that is, types and levels of service that are commonly reported by Pre-tenure librarians (including librarians who were hired at the rank of Librarian I), by Librarian II (and those applying for promotion to Librarian II), by Librarian I (and those applying for promotion to Librarian I), and by Assistant Director in the Library (and those applying for promotion to Assistant Director in the Library). While neither a prescriptive nor comprehensive list of service possibilities, table rows offer examples of increasing leadership and commitment to the institution, to the community, and to the profession that are concomitant to rank. The numerous examples in the table are meant as a guide, and successful applications will demonstrate their service via activity in one or more rows.

Examples of Librarian Service by Rank			
Pre-tenure Librarian	Librarian II	Librarian I	Assistant Director in the Library
Participating actively in 1 committee or task force at the Tier 1 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1-2 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1-3 level (see table below).	Leading and participating actively in 1-2 committees or task forces at the Tier 1-4 level (see table below).
Joining appropriate professional organizations and associations.	Joining and participating in appropriate professional organizations and associations.	Participating and actively serving in appropriate professional organizations.	Holding office or leadership role in appropriate professional organizations.
		Creating or significantly revising departmental programs/services.	Serving in a leadership role in creating or significantly revising departmental programs/services. Serving as a chair or coordinator of a department or program, or a director of a center.
Identifying and attending on- or off-campus programs or workshops	Actively participating in on- or off-campus programs or workshops.	Taking a leadership role in on- or off-campus programs or workshops.	Ongoing leadership in coordination or delivery of on- or off- campus programs or workshops.

Examples of Librarian Service by Rank			
Pre-tenure Librarian	Librarian II	Librarian I	Assistant Director in the Library
	Developing a professional network with educational organizations, government, business, or industry.	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 student programs.	Assisting with college recruitment and outreach events (e.g. Accepted Students Day)	Advising student organizations or clubs, leading library activities or recruitment and outreach events (e.g. Accepted Students Day)	Advising student organizations or clubs, leading library activities or recruitment and outreach events (e.g. Accepted Students Day)
Attending charitable, community, or cultural organization activities related to the candidate's professional expertise.	Involvement in a charitable, community, or cultural organization related to the candidate's professional expertise.	Continued collaboration with charitable, community, or cultural organizations related to the candidate's professional expertise.	Holding office or leadership role(s) in charitable, community, or cultural organizations related to the candidate's professional expertise.

The next table supplies context for the first row above, as it clusters campus service roles and committees into tiers, for the purpose of guiding faculty as well as recognizing the breadth of impact and institutional commitment demonstrated within each tier. This table is not a comprehensive list of campus service roles and committees. Rather, it should be used as a guide for describing campus service roles, committees (ad-hoc, regular, and non-governance), and non-traditional service not listed in the table. The work involved and impact of specific campus service roles and committees may differ from that indicated in the table for a given individual. Applicants should make the case for weighing and evaluating their specific service contributions in their essay.

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
Tier 1	Library committee member (e.g., Web Committee, Collection Development Committee, Library Faculty Advisory Committee, Travel Committee, Library Systems Platform Group), Member of library task force
Tier 2	<p>Member of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence, College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Chair of PRC Subcommittee</p> <p>Member of Faculty Senate</p> <p>Faculty union vice president, treasurer, secretary, representative, or committee chair</p> <p>Chair of library committee or task force (e.g., Web Committee, Collection Development Committee, Travel Committee)</p> <p>Chair of librarian search committee, Library/Program Self-Study</p> <p>Member, Library-wide governance committee (Library Steering, Library Strategic Planning, Library Building and Safety)</p>
Tier 3	<p>Member of CFA, CSCC, IRB</p> <p>Member of search committee for President, Provost, Dean</p> <p>Chair/co-chair of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence, College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p>

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
	Library Faculty chair Member of Faculty Senate Executive Board Chair of Library-wide governance committee (Library Steering, Library Strategic Planning, Library Building and Safety) DEI efforts and initiatives, diversity representation on search committees, and support/mentoring of minoritized students, faculty, staff, and campus/community groups by BIPOC/women/trans/queer/disabled faculty
Tier 4	Chair/co-chair of Committee on Faculty Affairs (CFA), Committee on Student and Campus Community (CSCC), Institutional Review Board (IRB) Chair/co-chair of Search committee for President, Provost, Dean Faculty senate president Faculty union president

3. Roles, Responsibilities, and Rights

3.1. The Candidate

The College expects exemplary achievement in the areas of teaching or librarianship, scholarly/creative/ professional activity, and service, and 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 their case for reappointment and/or promotion. The application materials should be organized and focused in order to convey the information that is most relevant in the record of achievement. The candidate needs to establish the exemplary nature of their record of achievement and to identify how their accomplishments meet specific expectations as described in the Disciplinary Standards.

The candidate must 1.) ensure that all required components of the Standard Application for Reappointment and/or Promotion are included in the application packet, and 2.) coordinate with the PRC to arrange peer reviews of teaching and, if applicable, help create a list of potential external reviewers (see sections 3.2.3 and 3.2.4). Applications that are missing a required section, 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 and/or

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 review the completeness of the application and may appear before the PRC to amplify and explain documentation submitted with the application. In preparing application 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 (e.g., peer teaching observations) are received in a timely manner.

3.1.1. Reappointment (including Tenure with Select Promotions)

For several decades, reappointment (including tenure) and promotion were separate processes at TCNJ, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring “6 consecutive academic years, together with employment at the beginning of the next academic year,” which in turn permitted TCNJ to align standards for select promotions with those for tenure. Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, concurrent with their reappointment with tenure.

Applications for promotion to Associate Professor, Librarian II, and Librarian I can also be submitted by pre-tenure, Year 1-4 candidates (if eligible), and by tenured (or approved for tenure), Year 6+ candidates during the Fall promotion cycle (see Sections 6 and 7 below).

- Pre-tenure candidates should not apply during Year 5 for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during the spring Year 5 reappointment process.
- Applications for promotion to Professor or Assistant Director in the Library can only be submitted during the fall promotion cycle (see Sections 6 & 7).
- Intent to apply for promotion for Clinical Specialists and Lecturers must be submitted February 15, or the soonest business day thereafter, of the calendar year in which they will submit their application materials. Application materials for reappointment or reappointment with promotion must be submitted by September 15, or the soonest business day.

3.1.2. Coordination with Department PRC

Pre-tenure candidates must coordinate peer reviews of teaching with their Department PRC, to have at least 2 peer reviews per academic year. Post-tenure

promotion candidates must coordinate with their PRC to have at least 1 peer review every other year. See sections 3.2.3.2.1 and 3.2.3.2.2 for more information.

Candidates for promotion to Professor or Assistant Director in the Library must collaborate with their PRC to create a list of potential external reviewers (see section 3.2.4). And under special circumstances, candidates for promotion to other levels who desire external review must also collaborate with their PRC to create a list of potential reviewers (see section 3.2.4.2).

Candidates for promotion to Senior Clinical Specialist/Senior Lecturer or Master Clinical Specialist/Master Lecturer must coordinate peer reviews of teaching with their Department PRC, to have at least 3 peer reviews from the preceding 3 academic years at the time of their application. See section 9 for more information.

3.1.3. 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 with tenure.

3.1.4. Modified Reappointment Due to Qualified Life Event¹⁴

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

¹⁴ This section applies to all full-time faculty and librarians, regardless of date of hire.

semester may have the timelines, established below, modified in accordance with this section.

Qualifying life events for purposes of this section are those events entitling the candidate to leave pursuant to the New Jersey Family Leave Act ("NJFLA") and the Family and Medical Leave Act ("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 their 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.

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:

- the occurrence of the qualifying life event;
- 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
- the candidate's 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.

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 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, they 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 they will not be reappointed (with tenure) in as late as December of the candidate's final year of employment.

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 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 The Application Process for Reappointment and Tenure is inconsistent with the Agreement then in effect, that the Agreement shall prevail.

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.

3.1.5. Promotion (separate from reappointment with tenure)

Applications for promotion to Professor or Assistant Director in the Library can only be submitted during the fall promotion cycle (see Section 5).

Applications for promotion to Associate Professor, Librarian II, and Librarian I may be submitted during the fall promotion cycle by tenured (or approved for tenure), Year 6+ candidates and by pre-tenure, Year 1-4 candidates (if eligible; see Section 5).

- Pre-tenure candidates in Year 5 should NOT apply for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made

concurrent with their tenure decision during the spring, Year 5 reappointment process.

3.1.6. Right to Appeal Decision of the CPTC

Candidates for tenure and/or promotion have five (5) business days after receipt of the CPTC's recommendation to submit an appeal. (If candidates will be traveling during the appeal period, they must notify the CPTC chair and Academic Affairs fourteen (14) days in advance, should alternate arrangements be necessary due to limited access to suitable videoconferencing. Reasonable arrangements will be worked out between the candidate, CPTC chair, and Provost's Office.) 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. See Section 3.4.

3.1.7. Withdrawal of Promotion Application

A candidate for fall promotion 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, dean, provost, or president, depending upon the stage of the application process.

3.1.8. Promotion Procedure 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 Provost, a candidate may initiate a grievance through the Union based on the allegation that, after timely filing of their 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 Provost no later than the date specified in the Promotion Timeline (See 6.2.; see also State-Union Agreement, Article XIV, G).

3.2. 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:

- 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.
- 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.
- Discuss with new faculty progress toward these performance expectations.
 - 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;
 - 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;
- Establish an active program of systematic support (helpful mentoring related to teaching or librarianship; scholarly/creative/professional activity; department/school/campus/community service; and application for external support). The mentoring program should be explained in a document that is given to each candidate upon appointment.

- Coordinate with the candidate having post-tenure faculty 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 below.
- Read and evaluate carefully the candidate's Standard Application and all supporting materials.
- Prepare a constructive, Year 1-5 evaluation report that characterizes and assesses:
 - 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);
 - 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;
 - the candidate's contribution to the health and vitality of the department/program as well as the campus community; and
 - efforts made by the department/program to mentor the candidate.
- Work with post-tenure faculty seeking promotion to ensure that they have had at least two peer reviews of teaching during the three years prior to their application for promotion. (Note: According to the guidelines set forth in 3.2.3., 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 in early fall.)
- Evaluate pre- and post-tenure promotion applicants in terms of the Bases and Standards for Evaluation and the relevant *Disciplinary Standards*, with a careful, thorough, and thoughtful analysis that considers the candidate's strengths and weaknesses. Ensures that all major parts of the *Standard Application for Reappointment and/or Promotion* are present in the candidate's packet. Recommend for promotion only those candidates who clearly warrant such promotion.
- Complete the Department/Program Recommendation for Reappointment and Promotion indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Evaluation 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 *must* send a written explanation for their refusal to sign to the appropriate Dean.
- Provide feedback to all non-recommended promotion candidates that, as set out in the Bases and Standards for Evaluation, 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.
- Limit discussion to the candidate's application, supportive documents and evaluation materials as they apply to the Bases and Standards for Evaluation found in Section 2 of this document. PRC members do not serve as advocates for any candidate.
- Give the candidate a copy of the recommendation for their records and forwards any response from the candidate as part of the candidate's application.
- Forward 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.

3.2.1. Membership/Eligibility

3.2.1.1. 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, they may serve ex officio but is not counted among the number of individuals making up the PRC.

Senior Clinical Specialists/Senior Lecturers and Master Clinical Specialists/Master Lecturers may serve on PRCs for other Clinical Specialists/Lecturers and Master Clinical Specialists/Master Lecturers but must recuse themselves from all promotion and reappointment discussions for Tenure Track candidates.

3.2.1.2. 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.

3.2.1.3. 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.

3.2.1.4. Service on Multiple Committees

A faculty member or librarian may serve on the PRC of different departments/programs.

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.

3.2.1.5. 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, then a replacement PRC member must be added to the PRC in accordance with the procedures outlined in the previous two paragraphs.

3.2.2. Selection of Committee Members

- The department may, by simple majority vote of tenured, tenure track, and non-tenure track teaching members, designate PRC membership to be comprised of all tenured and approved for tenure faculty members as well as Senior Clinical Specialist/Senior Lecturers, and Master Clinical Specialists/Master Lecturers in the department or;
- Where a department chooses to elect its members, it will develop election procedures and conduct elections. Tenured, Tenure Track, and NTTP members are eligible to participate in these elections. Elections will be conducted no later than the date specified in Timeline 6.4.
- By the date specified in Timeline 6.4, the department will notify the appropriate dean, who in turn will file with Academic Affairs, the names of its PRC members and chair for the upcoming academic year.
- In the event that a department will have candidates needing external reviews in advance of the upcoming academic year, the incoming PRC will be responsible for coordinating any external review processes. This is to ensure continuity of the PRC throughout a candidate's promotion process.
- 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.

3.2.3. Peer Review of Teaching

3.2.3.1. 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 the Standardized Curriculum Vita (see 7.F.V.A.2) of the Standard Application for Reappointment and/or 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 (in 7.F.V.A.2 of the Standardized Curriculum Vita that is part of the Standard Application for Reappointment and/or Promotion) on the feedback provided by the peer observers demonstrates the candidate's ability and willingness to grow as a teacher.

3.2.3.2. 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.

3.2.3.2.1. 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.

3.2.3.2.2. 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.

3.2.3.3. 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, with the PRC bearing final responsibility for timeliness of review scheduling and submission of evaluation reports. 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 3.2.3.2.2, the peer review of candidates for promotion should occur no later than the spring semester prior to the candidate's submission of their 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 3.2.3.2.1. This will allow the candidate to have sufficient time to incorporate the peer feedback process into their reflection of high caliber, effective teaching as described in Section 2.2.

3.2.3.4. 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:

- A pre-observation meeting
- The observation, and
- 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.

3.2.3.4.1. Responsibilities of the Candidate/Department/Program

- Peer observations for candidates seeking reappointment must be scheduled twice each year.
- Candidates seeking promotion must ensure that they have completed at least two teaching observations distributed over the three full academic years prior to the application date for promotion.
- Additional observations may be scheduled at the candidate's request.
- It is the responsibility of the PRC to ensure that all Peer Feedback Reports submitted within the past four years are included in a candidate's application materials for reappointment, tenure and promotion. Therefore, a record of candidates' peer observations will be carefully maintained by the candidate's

Department (or primary Department, in the case of joint appointments).

- By the third week of the semester, an agreement among the PRC, the observee, and appropriate peer observer regarding the observation will be finalized.
- The observer and observee will agree upon a date for and duration of the classroom observation which should occur by week 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.

3.2.3.4.2. 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.

3.2.3.4.3. Responsibilities of Peer Observer and Faculty Member

- Pre-observation Meeting Guidelines
 - Prior to the pre-observation meeting, the faculty member to be observed prepares the following materials for the observer to review. These materials should be made available far enough in advance of the pre-observation meeting to allow the observer to review them carefully.
 - Syllabus of the course to be observed
 - A summary of the class session to be observed, including
 - Content (summary of the class)
 - Goals and objectives of the class, including student learning outcomes for

- the course and how these are related to program goals and/or College Core goals
 - Intended pedagogical approaches and activities, e.g., cooperative learning, small groups, discussion, student presentations, multimedia, etc.
- The pre-observation meeting should focus on how the course will meet the College's expectations for excellence in teaching. The following are suggested topics for the pre-observation meeting:
 - State the expectations for student learning from this session.
 - Describe the activities that will allow students to meet the session's expectations.
 - Specify what the students have been asked to do to prepare for this session.
 - Discuss any specific planned approaches/activities on which the faculty member being observed would like feedback.
- Observation Meeting Guidelines: The peer observer will attend the class session on the identified date. After the class observation, the peer observer completes a written Peer Feedback Report using the Guidelines for the Content of the Peer Feedback Report below. The Peer Feedback Report should be completed prior to the post-observation meeting.
- Post-Observation Meeting Guidelines: In order to provide an entrée into a sincere dialogue about teaching, the observed faculty member should be permitted to begin the conference by speaking about their perspective on the class that was observed and the elements of the Peer Feedback Report. In addition, the observer should share their 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.

o 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.

Course Materials

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

Organization of Observed Class

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

Content Knowledge

- Instructor is knowledgeable about the subject matter

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

Clarity

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

Instructional Strategies

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

Presentation Skills

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

Rapport with Students

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

3.2.4. External Review

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library. The external review process is supervised by the PRC.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see “Candidate’s responsibilities” in Section 3.2.4.2.).

3.2.4.1. 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.

3.2.4.2. Step 1 – Selection of two appropriate reviewers

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 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.

Candidate's responsibilities

- Candidates for promotion to Professor or Assistant Director in the Library must notify their department/program and Academic Affairs of their intention to seek promotion (and thus their need for external reviews) by the date specified in Timeline 6.3.
- Candidates *for promotion* to Associate Professor, Librarian II, or Librarian I who seek external review under special circumstances, must write a letter to the PRC requesting to use external review in their promotion process, by the date specified in Timeline 6.3.
Candidates *for reappointment* who seek external review under special circumstances must write a letter to the PRC requesting this review by the date specified in Timeline 6.3 of the year *preceding* their summative review.
 - The letter must provide a clear rationale that describes why an external review will inform the evaluation of the candidate's scholarly/creative/professional record. If approved, the candidate must notify Academic Affairs immediately of their use of external reviews.
 - In these cases, the PRC's charge to the external reviewer will differ from the charge given to reviewers for promotion to the rank of Professor.
- By the date specified in Timeline 6.3, the candidate undergoing external review 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.

PRC responsibilities

- By the date specified in Timeline 6.3, the PRC also 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.
- Should the PRC receive a request for external review by a candidate for promotion to Associate Professor, Librarian II, or Librarian I, who is requesting use of external review under special circumstances, they should consult with the department chair and dean, and render their decision by the date specified in Timeline 6.3.

Compilation of the final list

- The candidate may remove any name on the PRC list if they provide 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 the date specified in Timeline 6.3, 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 the date specified in Timeline 6.3, the list of 6 to 12 potential reviewers should be finalized and approved by the dean. The unranked reviewer list will become part of the candidate's

application materials as part of “Standard Application for Reappointment and/or Promotion Item 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 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.

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.

3.2.4.3. Step 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 in Section 8.3.

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 specified in Timeline 6.3 in order to allow time for the process to continue normally.

3.2.4.4. Step 3 – Sending materials

As soon as the materials are ready (the candidate should have the materials ready by the date specified in Timeline 6.3) 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 their scholarly/creative/professional activity.

3.2.4.5. Step 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 (see Section 8.3 for template).

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.

3.2.4.6. Step 5 – Reviewers' evaluations

Reviewers submit their reports to the PRC chair by the date specified in Timeline 6.3 of the calendar year of the 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 their materials, then the candidate and only the candidate can choose to include the letter in the candidate's application and waive their 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.

3.2.4.7. Step 6 – Candidate's optional response to reports

By the date specified in Timeline 6.3, 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 and outside of the online review system. 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.

3.2.4.8. Step 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.

- 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 their initial appointment at the College.

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 promotion.

3.3. 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:

- Oversees (but does not manage) the PRC's peer observations of teaching.
- Consults, as requested or desired, with the candidate and PRC about the list of potential external reviewers (for candidates seeking a promotion that involve external review), and approves the final, unranked list of potential external reviewers. See sections 3.2.3.4.2 and 3.2.4.2 for further information.
- 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 their 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. Confirms that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's packet.
- 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.

- Conveys all review 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.
- *COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, those pre-tenure faculty and librarians who began at TCNJ between 2016-2021 who are not recommended for reappointment by either their PRC and/or the Dean, will have their review packet forwarded to the CPTC.*

3.4. 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 3.3 (the Dean) to 3.5 (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 Evaluation 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:

- 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.
- Gives consideration to the evaluations of promotion applications made by PRCs in the last three (3) years.
- Restricts its discussions of candidates to the Bases and Standards for Evaluation 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.
- 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 by the date indicated on Timeline 6.2.

- Concludes its deliberations, votes on each candidate, arrives at recommendations, and notifies in writing recommended and non-recommended candidates on or before the date specified in the timelines below. The CPTC's feedback letter to non-recommended candidates must explain how, as set out in the Bases and Standards for Evaluation, the candidate has not met the Standards in one or more of the following: teaching/librarianship; scholarly/creative/professional activity; service.
- 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 and President as part of the candidate's application.
- Hears appeals by candidates not recommended for tenure and/or promotion. 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.
- 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 Evaluation. The CPTC shall notify all applicants of its final recommendations within two (2) working days after submission to the Provost. Adherence to this deadline is essential. If a CPTC does not meet the deadline, it may forego the opportunity to influence the decision.
- *COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, and in the event that either the PRC or the Dean (or both) recommend against reappointment of a pre-tenure faculty member or librarian who began at TCNJ between 2016-2021, the CPTC will evaluate these applicants in terms of the Bases and Standards for Evaluation and the relevant Disciplinary Standards and recommend reappointment only for those candidates who clearly warrant the same.*

3.4.1. Membership/Eligibility

No candidate for promotion can be a member of the College Promotions and Tenure Committee (CPTC).

Members must be tenured faculty and librarians who have reached the rank of Associate Professor, Professor, Librarian II, I, or Assistant Professor in the Library, or Senior/Master Clinical or Lecturer Specialist. When possible, seven (7) of the members should have the rank of Professor.

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.

Membership by school/disciplinary category:

- When possible, the CPTC is composed of thirteen (13) 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
 - 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
 - One (1) NTPP (from any school and will only join in discussion for promotion of NTPP faculty)
- It may not always be possible to assemble a CPTC comprised of thirteen (13) 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, thirteen (13)-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) and One (1) NTPP (from any school)

No two members from schools with multiple representation can be from the same department.

No one may serve more often than four (4) years in a nine (9)-year period.

When others are willing to serve, no single department may represent its school for more than two (2) consecutive terms.

The Union appoints an observer.

The Provost for Academic Affairs serves as an ex officio participating member without vote.

3.4.2. Term of Service

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

3.4.3. Nomination and Elections Procedures

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.

Nominations

- The call for nominations (including self-nominations) to the College Promotions and Tenure Committee is to be made by the date specified in Timeline 6.4. All nominations should be submitted to the College Promotions and Tenure Committee Election Committee in care of the Office of Academic Affairs by the date specified in Timeline 6.4.
- In the event the call for nominations must be extended due to a lack of nominees or any other reason, all dates in Timeline 6.4 may be modified at the discretion of the CPTC Election Committee.

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 the date specified in Timeline 6.4.

Conduct of Elections

- Voting is to be completed by the date specified in Timeline 6.4.
- 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.
- 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 the date specified in Timeline 6.4., which must be submitted electronically by the date specified in Timeline 6.4. Individuals receiving a majority of votes within a category are elected.

- The College Promotions and Tenure Committee Election Committee announces election results by the date specified in Timeline 6.4.

3.4.4. Operating Procedures

CPTC membership begins on the date specified in Timeline 6.4 for each academic year.

The chairperson of the previous year (even if their term on the CPTC has expired), calls the first meeting of the CPTC by the date specified in Timeline 6.4 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.

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.

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.

All CPTC members read this promotion document before beginning application review.

3.4.5. Voting Procedures

All candidates for one rank are discussed and voted upon before discussion and voting for another rank takes place.

Candidates within each rank are discussed in alphabetical order. Discussion may be terminated by a majority vote of the CPTC.

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.

Candidates receiving eight (8) out of twelve (12) votes are recommended for promotion.

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.

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.

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

3.5. The Provost

The Provost is responsible for reviewing the complete application packet 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.

- 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 packet 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.
- 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.

- *COVID-19: In the event either the PRC or the Dean (or both) recommend against a pre-tenure candidate (who began employment at TCNJ between 2016-2021) for reappointment, 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 by the CPTC.*
- The Provost 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 Evaluation.
- The Provost transmits their 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.
- The Provost forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation.

3.6. The President

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

- 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.
- Should the President make a recommendation inconsistent with that of the CPTC and/or Provost, the President will provide the CPTC and/or Provost and the candidate with the reasons for that action.
- 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 the date specified in the timelines below, unless changed by local agreement between the College and the Union.

4. Reappointment¹⁵

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, while the PRC and Dean are expected to support and evaluate these accomplishments.

4.1. For Tenure Track Faculty and Librarians, Year 1

Formative 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

4.2. For Tenure Track Faculty and Librarians, Year 2

Summative 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 recommendations, at each level: 1) yes to 4th year; or 2) no to 4th year, that is, Year 3 will be the final year.

4.3. For Tenure Track Faculty and Librarians, 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 recommendations (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.

4.4. For Tenure Track Faculty and Librarians, Year 4

Only one of following two processes applies, depending on the situation of the candidate:

- 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

¹⁵ Including reappointment with tenure or reappointment with tenure and promotion, as applicable.

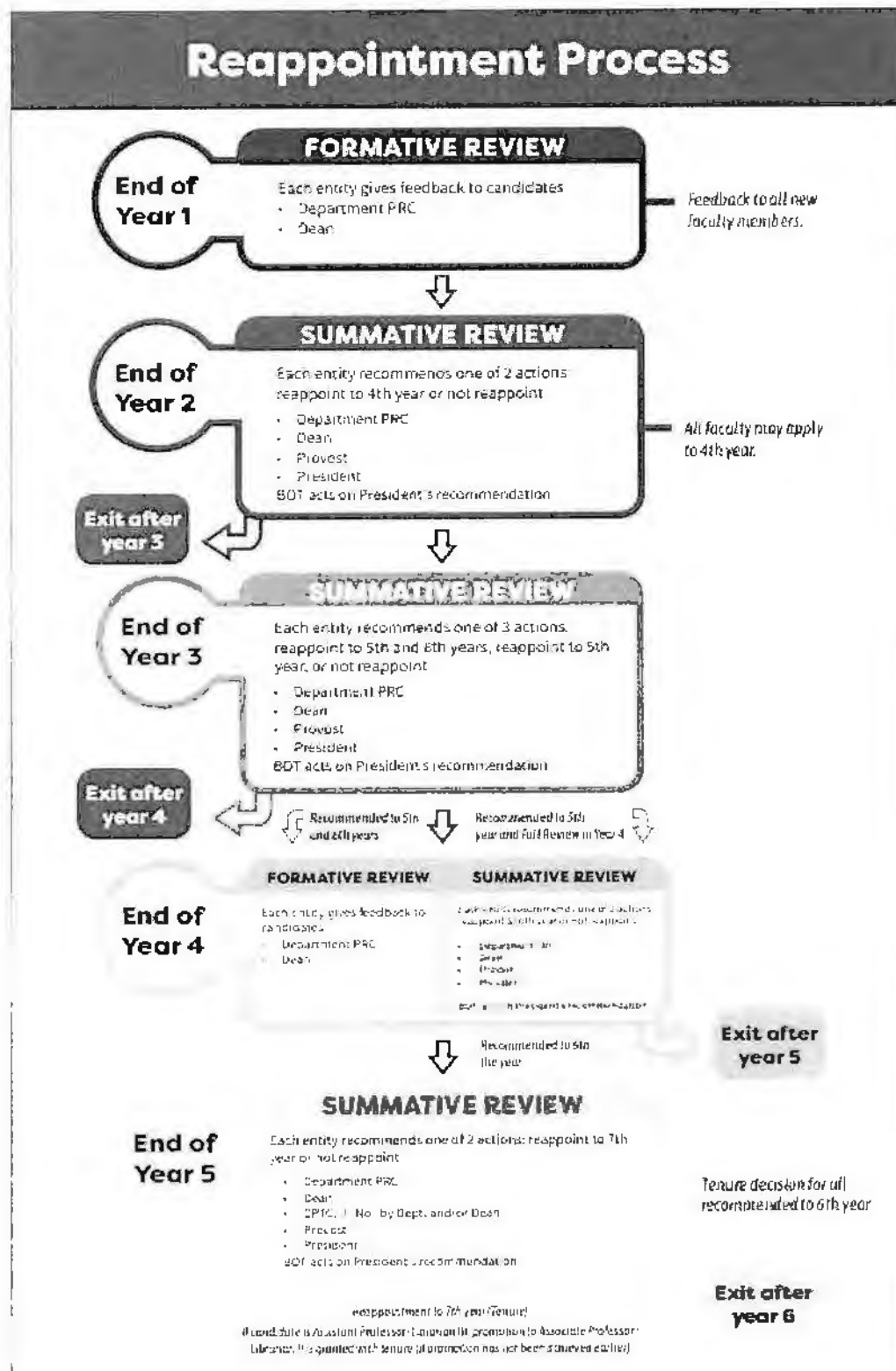
- Summative review and recommendation by Department PRC, Dean, and Provost to the President and the Board of Trustees; application for reappointment to the 6th year for candidates who got decision b) in year 3
- Possible recommendations (at each level): i) yes to 6th year; or ii) no to 6th year, that is, Year 5 will be the final year.

4.5. For Tenure Track Faculty and Librarians Year 5

Summative review and recommendation by Department PRC, Dean, CPTC if 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.

4.5.1 Reappointment Process Figure 1.



4.6

For Non-Tenure Track Teaching Positions (NTPP)

Clinical Specialists and Lecturers who seek only reappointment are not required to meet faculty service expectations. Likewise, those whose initial appointment was as a Senior Clinical Specialist/Senior Lecturer, and who seek only reappointment, are not required to meet faculty service expectations.

4.6.1 For Non-Tenure Track Teaching Positions, Year 1-3

4.6. Reappointment Process

All pre-tenure candidates undergo annual reviews that are formative or summative as outlined above. The process for these annual reviews is outlined here:

4.6.1. Step 1 – Candidate prepares packet

For Formative Review: The candidate submits to the Department Promotion and Reappointment Committee (PRC) the Standardized Curriculum Vita, Student Evaluations, and Peer Reviews of Teaching (see Section 7). 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.

For Summative Review: The candidate may apply for reappointment by submitting an application packet consisting of all items in the Standard Application for Reappointment and/or Promotion and all supporting materials (see Section 7). The candidate takes extra care to ensure that the major components of the Standard Application for Reappointment and/or Promotion are included in the application packet, consulting this policy as well as their PRC chair for confirmation. 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.

4.6.2. Step 2 – PRC Review

For Formative Review

- 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 their 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. (Any PRC member who refuses to sign the PRC's report/recommendation must send a written explanation for their refusal to sign to the appropriate Dean.)

For Summative Review

- The documents submitted serve as the basis for a renewed conversation between the candidate and the PRC regarding progress toward reappointment and tenure. This conversation should be both serious and constructive.
- This conversation results in an evaluation report to the Dean from the PRC that summarizes the candidate's progress toward reappointment and tenure 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.
- The PRC then gives the recommendation to the candidate for their 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 should confirm that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's application packet and add the PRC evaluation report and candidate's response (if applicable) to the materials. The PRC forwards these materials to the Dean.

4.6.3. Step 3 – Candidate may respond to PRC evaluation

For Formative Review: 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 forwards to the Dean a copy of all correspondence, the Standardized Curriculum Vita, Student Teaching Evaluations, and Peer Reviews of Teaching.

For Summative Review: 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 packet.

4.6.4. Step 4 – Dean Review

For Formative Review

- 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.
- This is the final step in a formative review.

For Summative Review

- The Dean reviews the complete application packet 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 should confirm that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's packet and add their evaluation report and candidate's response (if applicable) to the materials. The Dean forwards these materials to the Provost.

4.6.5. Step 5 – Candidate may respond to the Dean's evaluation

The candidate has the right to respond formally to the Dean's evaluation report. The Dean will send this response to the Provost with the candidate's application packet.

4.6.6. Step 6 – CPTC Review (if applicable)

Year 5 candidates who are not recommended for reappointment with tenure and promotion by their PRC and/or dean, will have their application packets reviewed by the CPTC

The CPTC reviews the complete application packet, including the evaluation reports from the PRC and the Dean, and prepares a recommendation concerning reappointment to the Provost.

COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, those pre-tenure faculty and librarians who began at TCNJ between 2016-2021 who are not recommended for reappointment by either their PRC and/or the Dean, will have their review packet forwarded to the CPTC. The CPTC will review the full packet and make a recommendation concerning reappointment to the Provost.

4.6.7. Step 7 – CPTC Appeal Hearing (if applicable and requested)

The CPTC conducts appeal hearings for any Year 5 candidate who requests such a hearing, and forwards its recommendation to the Provost. (If candidates will be traveling during the appeal period, they must notify the CPTC chair and Academic Affairs in advance, should alternate arrangements be necessary due to limited communication access. Reasonable arrangements will be worked out between the candidate, CPTC chair, and Provost's Office.)

4.6.8. Step 8 – Provost Review

The Provost reviews the complete application packet, 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 their decision to either recommend or not recommend reappointment to the President. The Provost sends the applicant packet and recommendation to the President.

4.6.9. Step 9 – Candidate may respond to Provost evaluation

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.

4.6.10.→Step 10 – President Review

The President reviews the candidate's packet, including the evaluation reports from the PRC and the Dean and the recommendation from the Provost, and notifies the candidate of their recommendation for reappointment or their decision not to recommend for reappointment.

4.6.11.→Step 11 – Board of Trustees Action

Action is taken by the Board of Trustees on the President's recommendation for reappointment. The President notifies the candidate of reappointment.

5. Promotion¹⁶

5.1. Distinction from Reappointment with Tenure and Promotion

For decades, TCNJ treated reappointment (including tenure) and promotion as separate processes, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring "6 consecutive academic years, together with employment at the beginning of the next academic year," which in turn permitted TCNJ to align standards for *select* promotions with those for tenure.

Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, *concurrent* with their reappointment with tenure. The process for reappointment with tenure and promotion is described above, in Section 4.

The process for promotion only (separate from reappointment) is described in this section, and it applies to the following candidates:

- Tenured candidates, including those in Year 6 who are approved for tenure, seeking promotion to Associate Professor, Professor, Librarian I, or Assistant Director in the Library.
- Pre-tenure, Year 1-4 candidates (if eligible), seeking promotion to Associate Professor, Librarian II, or Librarian. (Pre-tenure, Year 5 candidates should *not* apply for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during their Year 5 *spring* reappointment process.)

5.2. Promotion Process

5.2.1. Step 1 -- Notify PRC and Academic Affairs of Intent to Apply

By date specified in Timeline 6.2, candidate notifies the department/program and Academic Affairs of their plan to apply for promotion in the next semester (<http://academicaffairs.pages.tcnj.edu/faculty/promotions-reappointment/>).

¹⁶ That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+), or for promotion of NTPP.

5.2.2. Step 2 – Interdisciplinary Candidates Notify PRC and Dean of Intention to Use Multiple Disciplinary Standards

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 by the date specified in Timeline 6.2. 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 8.1), 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*, along with a descriptive cover letter written by the candidate in collaboration with the PRC and Dean, are submitted by the PRC by the date specified in Timeline 6.2.

5.2.3. Step 3 – Coordinate sufficient peer reviews of teaching with PRC

Arrange for peer review of teaching after consultation with the Department Promotion and Reappointment Committee (PRC), during the relevant semesters prior to the submission of the application packet as set forth in Timeline 6.2.

5.2.4. Step 4 – Coordinate external review with PRC (if applicable; see 3.2.4 and 5.3)

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see "candidate responsibilities" in Section 3.2.4.2.).

5.2.5. Step 5 – Candidate prepares packet

The candidate 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 Section 7). The candidate needs to establish the exemplary nature of their record of achievement, and to identify how their accomplishments meet specific expectations as described in the Disciplinary Standards. The candidate reviews this policy to ensure that the major components of the Standard Application

for Reappointment and/or Promotion are included in the application packet. Applications that are missing any required section noted herein, 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).

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 (e.g., peer teaching observations, blinded external reviews) are relayed to the candidate in a timely manner

5.2.6. Step 6 – PRC Review

The PRC 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. The PRC completes the Department/Program Recommendation for Promotion (see 8.2) indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Evaluation and how the candidate's scholarship/creative/professional activity meets specific expectations described in the Disciplinary Standards. The PRC recommends for promotion only those candidates who clearly warrant such promotion.

5.2.7. Step 7 – Candidate may respond to PRC evaluation

The candidate indicates by signature that they have read the entire PRC recommendation and have been afforded an opportunity for comment and response. If the candidate chooses to file a response, it is due to the PRC by the date specified in Timeline 6.2.

5.2.8. Step 8 – Dean Review

The Dean 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 their decision by explaining how the

application materials demonstrate that the candidate meets or does not meet the Bases and Standards for Promotion and how the candidate's scholarship/creative/professional activity meets the expectations described in the Disciplinary Standards. Only packets containing all required parts of the Standard Application for Reappointment and/or Promotion may be forwarded to the CPTC.

5.2.9. Step 9 – Candidate may respond to Dean evaluation

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 packet that is forwarded to the CPTC.

5.2.10. Step 10 – CPTC Review

The CPTC evaluates each applicant in terms of the Bases and Standards for Evaluation (see Section 2) and the relevant *Disciplinary Standards* and recommends promotion only for those candidates who clearly warrant such promotion. The CPTC notifies in writing recommended and non-recommended candidates on the date specified in Timeline 6.2.

The CPTC's feedback letter to non-recommended candidates must indicate that, as set out in the Bases and Standards for Evaluation, 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.

5.2.11. Step 11 – Candidate may request CPTC Appeal Hearing

Candidates and/or their representatives have 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 date specified in Timeline 6.2.

5.2.12. Step 12 – Provost Review

The Provost 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 Evaluation.

The Provost transmits their report to the candidate, by the date specified in Timeline 6.2, for review and response.

The Provost forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation by the date specified in Timeline 6.2.

5.2.13. Step 13 – Candidate may respond to Provost evaluation

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.

5.2.14. Step 14 – President Review

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 the next BOT meeting, President transmits recommendations for Promotion to the Board of Trustees

5.2.15. Step 15 – Board of Trustees Action

Within 30 days of the BOT meeting, recommendations of the President to the Board of Trustees and decisions of the Board are delivered in writing to all candidates.

5.3. External Review

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see “candidate responsibilities” in Section 3.2.4.2.).

Candidates have important responsibilities in the external review process (see Section 3.4 for complete information):

- Step 1 – Candidate creates list of potential external reviewers and shares it with PRC
- Step 2 – Candidate collaborates with PRC and Dean to produce final list of reviewers

- Step 3 – Candidate submits scholarly materials to PRC Chair for forwarding to reviewers
- Step 4 – Candidate receives redacted, anonymized external reviews, and may respond to external review in writing
- Step 5 – Candidate may decide to have the PRC chair reveal the identity of one or both reviewers to all evaluators

6. Timelines

IMPORTANT NOTE: If a 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:

- 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.
- 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.

6.1. Review and Reappointment Timelines for Tenure Track Faculty and Librarians

Pre-Tenure (Year 1-5) Review & Reappointment Timelines			
Review Year	Actions	Ordinary Timeline*	QLE Modified Timeline*
1	Candidate submits packet for review	AY1 – May 15	AY2 – Sep 15
	PRC conveys letter summarizing conversation with candidate	AY1 – May 25	AY2 – Oct 1
	Candidate has right to respond to PRC letter	AY1 – June 7	AY2 – Oct 8
	Dean conveys acknowledgement of PRC letter and candidate's packet	AY1 – June 21	AY2 – Oct 16
2	Candidate applies for reappointment to the fourth year	AY2 – March 20	AY3 – Sep 15
	PRC conveys its review letter to candidate and Dean	AY2 – April 3	AY3 – Oct 1
	Candidate has right to respond to PRC review	AY2 – April 10	AY3 – Oct 8
	Dean conveys review of complete packet	AY2 – May 1	AY3 – Oct 20
	Candidate has right to respond to Dean	AY2 – May 8	AY3 – Oct 27
	Provost reviews complete packet and conveys recommendation letter	AY2 – June 11	AY3 – Nov 14
	Candidate has right to respond to Provost	AY2 – June 18	AY3 – Nov 21
	President reviews packet and conveys recommendation letter	AY2 – June 30	AY3 – Dec 1

	Action is taken by Board of Trustees to reappoint to the fourth year	AY2 – July 30	AY3 – Next available Board Meeting
3	The candidate applies for reappointment to the fifth and sixth year	AY3 – March 20	AY4 – Sep 15
	PRC conveys its review letter to candidate and Dean	AY3 – April 3	AY4 – Oct 1
	Candidate has right to respond to PRC review	AY3 – April 10	AY4 – Oct 8
	Dean conveys review of complete packet	AY3 – May 1	AY4 – Oct 20
	Candidate has right to respond to Dean	AY3 – May 8	AY4 – Oct 27
	Provost reviews complete packet and conveys recommendation letter	AY3 – June 11	AY4 – Nov 15
	Candidate has right to respond to Provost	AY3 – June 18	AY4 – Nov 21
	President reviews packet and conveys recommendation letter	AY3 – June 30	AY4 – Dec 1
	Action is taken by Board of Trustees to reappoint to the fifth or to the fifth and sixth years	AY3 – July 30	AY4 – Next available Board Meeting
<i>table continues on the next page</i>			

*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

Pre-Tenure (Year 1-5) Review & Reappointment Timelines (continued)			
Review Year	Actions	Ordinary Timeline*	QLE Modified Timeline*
4	Candidate submits packet for review Note: If in Year 3, the candidate was reappointed to Year 5 only, they apply for reappointment to Year 6 and follows the same process and timeline of Year 3.	AY4 – May 15	AY5 – Sep 15
	PRC conveys letter summarizing conversation with candidate	AY4 – May 25	AY5 – Oct 1
	Candidate has right to respond to PRC letter	AY4 – June 7	AY5 – Oct 8
	Dean conveys acknowledgement of PRC letter and candidate's packet	AY4 – June 21	AY5 – Oct 16
5	Candidate applies for reappointment to the seventh year with tenure	AY5 – March 20	AY6 – Sep 15
	PRC conveys its review letter to candidate and Dean	AY5 – April 3	AY6 – Oct 1
	Candidate has right to respond to PRC review	AY5 – April 10	AY6 – Oct 8
	Dean conveys review of complete packet	AY5 – May 1	AY6 – Oct 20
	Candidate has right to respond to Dean	AY5 – May 8	AY6 – Oct 27
	(IF APPLICABLE) CPTC reviews complete packet and prepares recommendation	AY5 – May 14	AY6 – Oct 30

	(IF APPLICABLE) CPTC completes appeal hearings	AY5 – May 21	AY6 – Nov 3
	Provost reviews complete packet and conveys recommendation letter	AY5 – June 11	AY6 – Nov 14
	Candidate has right to respond to Provost	AY5 – June 18	AY6 – Nov 21
	President reviews packet and conveys recommendation letter	AY5 – June 30	AY6 – Dec 1
	Action taken by Board of Trustees to reappoint to the seventh year with tenure	AY5 – July 30	AY6 – Next available Board Meeting

*If a specified date is a non-work day, the deadline will be moved forward to the next work day.
See Section 6 for additional information about date adjustments.

AY: Academic Year

QLE: Qualified Life Event (see Section 3.1.4.)

6.2 Review and Reappointment Timelines for Non-Tenure Track Teaching Positions on a 2-year Contract

Non-Tenure Track Teaching Position Review & Reappointment Timelines		
Review Year	Actions	Ordinary Timeline*
2	Candidate applies for reappointment to the third and fourth year	Sep 15
	PRC conveys its review letter to candidate and Dean	April 3
	Candidate has right to respond to PRC review	April 10
	Dean conveys review of complete packet	May 1
	Candidate has right to respond to Dean	May 8
	Provost reviews complete packet and conveys recommendation letter	June 11
	Candidate has right to respond to Provost	June 18
	President reviews packet and conveys recommendation letter	June 30
	Action is taken by Board of Trustees to reappoint to the third and fourth year	July 30

*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

6.3 Review and Reappointment Timelines for Non-Tenure Track Teaching Positions on a 3-year Contract

Non-Tenure Track Teaching Position Review & Reappointment Timelines		
Review Year	Actions	Ordinary Timeline

		*
3	Candidate applies for reappointment to the fourth, fifth, and sixth year	Sep 15
	PRC conveys its review letter to candidate and Dean	April 3
	Candidate has right to respond to PRC review	April 10
	Dean conveys review of complete packet	May 1
	Candidate has right to respond to Dean	May 8
	Provost reviews complete packet and conveys recommendation letter	June 11
	Candidate has right to respond to Provost	June 18
	President reviews packet and conveys recommendation letter	June 30
	Action is taken by Board of Trustees to reappoint to the fourth, fifth, and sixth year	July 30

*If a specified date is a non-work day, the deadline will be moved forward to the next work day.

6.2. Promotion (only, separate from reappointment) Timeline

Promotion Timeline	
Action	Date*
Interdisciplinary candidate notifies department/program and dean of intention to use multiple disciplinary standards	Sep 15 of the year preceding application
PRC for interdisciplinary candidate, collaborating with candidate and dean, finalizes the merged disciplinary standards to be used during review	Feb 10
Candidate notifies department/program and Academic Affairs of their plan to apply for promotion in the next semester	Feb 15
Candidate / PRC coordinate peer reviews of teaching and implement external review process (if applicable; see External Review timeline)	Feb 15-Apr 10
Academic Affairs & Human Resources notifies candidate of eligibility for promotion	Mar 15
PRC ranks and writes to external reviewers (if applicable; see External Review timeline)	Apr 15
Candidate forwards CV, (optional) interpretative statement, and representative samples of scholarly/creative/professional activity to PRC chair , who in turn forwards these to external reviewers (if applicable; see External Review timeline).	Jun 1
External reviewer reports due to PRC chair (if applicable, see External Review timeline)	Aug 15
Candidate submits application packet to PRC. Candidate may also request in writing that the external reviewers names be revealed to campus evaluators	Sep 15
At either the request of the candidate or PRC , the candidate shall meet with the PRC to amplify and/or explain the documentation	Sep 15-Oct 7

PRC informs candidate in writing of its evaluation and recommendation	Oct 16
Candidate indicates by signature that they have read the entire contents of the PRC's recommendation, and have been afforded an opportunity for comment and response. Such written response is delivered to the PRC chair and dean, who will ensure it is forwarded to the College Promotions and Tenure Committee (CPTC) as part of the application packet. A non-recommended candidate may choose to continue an application. To do so, they must notify the chair of the CPTC in writing (with copies to the Dean and the chair of the PRC)."	Oct 30
PRC forwards recommendation and candidates' documentation materials to the appropriate Dean.	Nov 3
<i>table continues on the next page</i>	

See Sections 3 and 5 for complete information about the promotion process and specific responsibilities.

*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See Section 6 for additional information about date adjustments.

Promotion Timeline (continued)	
Action	Date*
The Dean's recommendation is transmitted in writing to the candidate. 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.	Nov 20
Dean conveys all promotion materials to the CPTC.	Dec 7
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	2 nd Monday in December
Each candidate receives written notification of the recommendation of the CPTC	Jan 17
Candidates have five (5) days after receipt of the CPTC's recommendation to submit an appeal.	Jan 22
The CPTC must hear and decide a candidate's appeal within five (5) days of the deadline for submitting an appeal.	Jan 27
A list of candidates recommended for promotion is forwarded from the CPTC to the Provost.	Feb 1
The Provost transmits to the candidate a written statement of concurrence or non-concurrence with the CPTC. Should the Provost, make a negative promotion recommendation contrary to that made by the CPTC, the candidate may request a meeting with the Provost within two (2) working days of receiving the recommendation, with 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	Feb 3

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.	
Candidate's last day to file a union grievance charging procedural, discriminatory, or academic freedom violation which impacted CPTC's final recommendation. If sustained, CPTC must reprocess its application review and send an updated recommendation to the Provost no later than March 1.	Feb 8
The Provost sends final report to the President along with any response from the candidate.	Feb 15
<i>table continues on the next page</i>	

See Sections 3 and 5 for complete information about the promotion process and specific responsibilities.

*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See Section 6 for additional information about date adjustments.

Promotion Timeline (continued)	
Action	Date*
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	Feb 17
President transmits recommendations for Promotion to the Board of Trustees	Prior to next BOT meeting
Recommendations of the President to the Board of Trustees and decisions of the Board are delivered in writing to all candidates	Within 30 days after BOT meeting

See Sections 3 and 5 for complete information about the promotion process and specific responsibilities.

*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See Section 6 for additional information about date adjustments.

6.3. External Review Timeline

External Review Timeline	
Action	Date*
Candidate notifies department/program and Academic Affairs of their plan to apply for promotion in the next semester, and need/desire for external review	Feb 15
PRC , in consultation with department chair and respective dean, renders decision on requests to use external review by applicants for Associate Professor, Librarian II/I, or reappointment.	Mar 1
Candidate creates and shares with PRC a list of 3-6 potential external reviewers	Mar 20
PRC creates and shares with candidate a list of 3-6 additional potential external reviewers	Mar 25
Candidate merges and edits reviewer list, returns it to PRC	March 30
PRC reviews and edits merged reviewer list	April 5
Dean , PRC , and candidate meet as needed to finalize unranked external reviewer list	Apr 6-14
Dean approves final unranked reviewer list, sends to candidate and PRC	Apr 15
PRC ranks and writes to external reviewers	Apr 16-20
Candidate forwards CV, (optional) interpretative statement, disciplinary standards (optional), and representative samples of scholarly/creative/professional activity to PRC chair , who in turn forwards these to external reviewers	Jun 1
External reviewer reports due to PRC chair , who can if necessary extend deadline to Aug 31	Aug 15
Candidate response(s) to review(s) due to PRC, or within 14 days of receipt of review, whichever is later.	Sep 15
Candidate may also request in writing that the external reviewers names be revealed to campus evaluators	Sep 15

See [Section 3.2.4](#), for complete information about the external review process

*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See [Section 6](#) for additional information about date adjustments.

6.4. PRC and CPTC Nomination and Election Timeline

PRC and CPTC Election Dates	
Action	Date*
Department election of PRC members and chair for upcoming academic year	Jan 31
Department notifies Dean of PRC members and chair, and Dean notifies Academic Affairs.	Feb 1
Call for nominations (including self-nominations) to CPTC posted to campus	Feb 21
All nominations to CPTC due to Academic Affairs	Mar 5
Voting for CPTC is by school (or library). Academic Affairs prepares and distributes electronic ballots	Mar 12
Voting for CPTC is completed, results verified by CPTC election committee	Mar 19
Run-off CPTC ballots, if necessary, are distributed by Academic Affairs	Mar 26
Run-off voting for CPTC is completed	Apr 3
CPTC announces election results	Apr 10
CPTC membership begins	Sep 1
Chair of prior CPTC calls first meeting of newly constituted CPTC	Sep 15

See Sections 3.2.2. and 3.4.3. for complete information about PRC and CPTC nominations and elections

*If a specified date is a non-work day, the deadline will be moved forward to the next work day. See Section 6 for additional information about date adjustments.

7. **Standard Application for Reappointment and/or Promotion for Tenure Track Faculty, Non-Tenure Track Teaching Positions, and Librarians (including Standardized Curriculum Vita)**

The Standard Application includes the following items: (A) the Cover Page, (B) the 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 Years 2,3, and 5, must include all elements as described here.

Applications for informal reappointment review (in Year 1 and 4¹⁷) 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.

¹⁷ If reappointed to 5th & 6th year, the Year 4 review is formative. If reappointed to 5th year only, the Year 4 review is substantive and all elements must be included.

A. Cover Page The online submission system (Faculty Process) collects cover page information.

B. Table of Contents

It is essential that all the Standard Application items that comprise the candidate's application packet be available for each level of review. To aid in the assembly and tracking of these materials, the Table of Contents document should be prepared by the candidate and appear after the cover page. The candidate should carefully check their packet against the Table of Contents, ideally reviewing with their PRC chair that all required elements have been included. 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 submit the missing materials within two (2) working days of notification. If the candidate does not submit the missing materials in this timeframe, the application will not receive further consideration.

Use the following format:

Table of Contents

Standard Application

- A. Cover page
- B. Table of Contents
- C. Professional Development Essay
- D. Disciplinary Standards
- E. Evaluation Letters/Reports
- F. Standardized Curriculum Vita
- G. External Reviews of Scholarship

Supporting Documentation

- H. Student Teaching Feedback Forms
- I. Peer Reviews of Teaching
- J. Course Syllabi
- K. Scholarly/creative/professional work

Selected Supporting Documentation

- L. Teaching Materials
- M. Scholarly/creative/professional Materials

N. Service Materials

O. Other Materials (add, as needed, to customize packet)

-----End of Table of Contents-----

C. Professional Development Essay

This document appears immediately after the Table of Contents and precedes the Disciplinary Standards section. Informal review cycles (during Year 1 and Year 4*) 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 their 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 they have 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 typically range from three (3) to five (5) single-spaced pages, and should use a 12-point font with one-inch margins. Essays may not exceed six (6) single-spaced pages.

The Professional Development Essay is optional for *Clinical Specialists* and Lecturers (of any rank) who seek reappointment only.

D. 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 (8.1) by the deadline indicated in Timeline 6.2.

The Disciplinary Standards section is not required for *Clinical Specialists* and

Lecturers (of any rank).

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.
- Add information to 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 omitted categories and type "N/A" to indicate that this category is not relevant to your professional work.

STANDARDIZED CURRICULUM VITA

Full Name

Current job title

Date of appointment to current job title

Department/Program

I. Overview of Accomplishments Since Last Reappointment/Promotion Review

Using single spacing, a 12-point font, and *no more than the 1st page*, provide a bulleted list of your most important teaching, scholarly/creative/professional, and service accomplishments *since* your last reappointment review or promotion application.

II. 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.

III. 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.

IV. 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.

V. 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/or Promotion document.)
 - 3. Discuss your contributions to the College Core program such as First Year Seminar (FYS).
 - 4. Describe any courses or projects that involved community-engaged learning (CEL) and/or supporting community efforts.
- 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.
- VI. 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.
 - G. Describe any efforts or projects that involved community-engaged learning (CEL).
- VII. 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).

VIII. 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, essays, and reference articles 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 news/popular media 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.
- IX. 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.
- X. 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.

XI. 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

XII. Record of Service to The College Community

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

XIII. 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 or collaborations with community partners. 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----

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 3.2.4. and 8.3.

H. Student Feedback on Teaching

This section contains survey results from students, both quantitative summary tables and open-ended, write in responses. For reappointment applications, include summary tables and open-ended responses for every course taught at TCNJ. For promotion applications, include summary tables and open-ended responses for every course taught in the three (3) to five (5) years prior to the application. (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.) Candidates must follow the TCNJ/AFT Memorandums of Agreement that govern the sharing of student feedback stored electronically (these instructions are also included in Faculty Process).

I. Peer Reviews of Teaching

This section contains all original Peer Reviews of Teaching (see 3.2.3).

J. Course Syllabi

This section contains copies of syllabi for all courses taught in the previous three (3) to five (5) years (include the most recent example of each; see 2.2).

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 the Standardized Curriculum Vita.

2. copies of letters indicating acceptance of materials submitted for publication or the status of materials under review

L. Teaching Materials

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 3.2.4) - 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.

O. Other Materials

Add, as needed, to customize application packet.

8. Other Forms

8.1. 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.

Intention to Use Multiple Disciplinary Standards

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

-----End of Intention to Use Multiple Disciplinary Standards-----

8.2. Department/Program Recommendations

8.2.1. For Reappointment

DEPARTMENT/PROGRAM RECOMMENDATION FOR REAPPOINTMENT

Candidate _____

Department/Program _____

Evaluate the applicant in terms of the Bases and Standards for Evaluation, 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 and Sixth Year
- ☐ Fifth Year ☐ Sixth Year

Signed:

_____[Insert PRC Chair Name] Date _____

_____[Insert PRC Member Name] 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.

-----END OF DEPT/PROG. RECOMMENDATION-----

8.2.2. For Reappointment to Seventh Year with Tenure

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, 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 PRC Chair Name] Date _____

_____[Insert PRC Member Name] 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.

-----END OF DEPT/PROG. RECOMMENDATION-----

8.2.3. For Promotion

DEPARTMENT/PROGRAM RECOMMENDATION FOR PROMOTION

Candidate _____

Department/Program _____

Evaluate the applicant in terms of the Bases and Standards for Evaluation, 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:

- | | |
|--|--|
| <input type="checkbox"/> Associate Professor | <input type="checkbox"/> Librarian II |
| <input type="checkbox"/> Professor | <input type="checkbox"/> Librarian I |
| | <input type="checkbox"/> Assistant Director in the Library |

Signed:

_____[Insert PRC Chair Name] _____ Date

_____[Insert PRC Member Name] _____ 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.

-----END OF DEPT/PROG. RECOMMENDATION-----

8.3. Letter to External Reviewer

8.3.1. For Promotion to Rank of Professor

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 they exercise 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.

-----End of External Review (for Professor) letter-----

8.3.2. For Promotion to Assistant Director in the Library

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.

-----End of External Review (for Asst Director in Library) letter-----

9. Abbreviated Application for Reappointment and/or Promotion for Non-Tenure Track Teaching Positions (including Standardized Curriculum Vita)

Clinical Specialists and Lecturers seeking promotion must submit an abbreviated version of the Standard Application for Reappointment and/or Promotion (See Section 7 for details) . Elements of this application include:

1. Cover Page, HR Eligibility Letter, and all Hiring and Reappointment Offer Letters
2. Table of Contents
3. Professional Development Essay
 - a. 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 their professional development in the area of teaching and of service, and should include specific examples of excellent teaching and its effectiveness in achieving learning outcomes and in preparing students for life after college and careers, and the scope of service, including length of time and major outcomes. The essay should also include a description of how the candidate believes they have fulfilled the appropriate qualifications for reappointment and/or promotion, as well as a discussion of future goals and aspirations. An effective presentation is clear, concise, accurate, and balanced.
 - b. The Professional Development Essay typically ranges from two (2) to three (3) single-spaced pages, and should use a 12-point font with one-inch margins. Essays may not exceed four (4) single-spaced pages. The Professional Development Essay is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
4. Evaluation Letters/Reports
5. Standardized Curriculum Vita
 - a. Overview of Accomplishments Since Last Reappointment/Promotion Review. Using single spacing, a 12-point font, and no more than the 1st page, provide a bulleted list of your most important teaching and service accomplishments since your last reappointment review or promotion application. This overview is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.

- b. 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.
- c. Educational Background
 - i. Degrees and diplomas, including dates, institutions and areas of specialization
 - ii. Title of dissertation and name of supervisor (if applicable)
 - iii. Post-doctoral fellowships or advanced professional certifications (if applicable)
- d. 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's) students or mentees.
- e. Teaching Record
 - i. 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 should provide supporting documentation for the most recent five (5) years during which they have taught at TCNJ. This discussion is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
 - 3. Discuss your contributions to the College Core program such as First Year Seminar (if applicable). This discussion is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
 - ii. New courses, curricula, or pedagogies developed at TCNJ
 - iii. Independent studies and other non-classroom modes of instruction. Provide evidence of success in an appendix (or appendices)
 - iv. External curricular grants, including those awarded, those resubmitted with revision, and those submitted but declined
 - v. TCNJ curricular grants awarded
 - vi. 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. This discussion is optional for Clinical Specialists and Lecturers (of any rank) who seek reappointment only.
- f. 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.

This section (xii) is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only.

- i. Departmental committees or formal assignments
- ii. School or library committees or formal assignments
- iii. College committees or formal assignments
- iv. 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.

g. Record of Outside Service. This section (xii) is optional for **Clinical Specialists** and Lecturers (of any rank) who seek reappointment only.

- i. 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.
- ii. 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.

h. Student Feedback on Teaching

i. Peer Reviews of Teaching. This section contains all original Peer Reviews of Teaching. Paragraph 13 of MOA 126 specifies "Clinical Specialists/Lecturers will be evaluated through the established peer evaluation process on an annual basis." Applicants must have a minimum of three (3) peer reviews from the preceding three (3) academic years at the time of their application.

j. Course Syllabi

k. Teaching Materials

l. Service Materials

m. Other Materials [optional]

6. Scholarly/Professional/Creative Activity: Scholarly/professional/creative activity is neither required nor expected from Clinical Specialists/Lecturers of any rank. In addition, service activity tied to scholarly/professional/creative activity, such as membership on the Sabbatical or SOSA Councils, is not expected or appropriate for Clinical Specialists/Lecturers of any rank. Thus, items in the RPD's Standard Application that do not appear above have been intentionally excluded and are not evaluated for Clinical Specialists/Lecturers.

7. Reappointment: The procedures described herein also apply to Clinical Specialists/Lecturers of any rank seeking only reappointment via new contract.

- a. Clinical Specialists/Lecturers on two-year contracts must submit their reappointment packet (See above) by September 15, or the soonest business day thereafter, during the second academic year of their contract.
- b. Clinical Specialist/Lecturers on three-year contracts must submit their

reappointment packet by September 15, or the soonest business day thereafter, during the third academic year of their contract.

8. **Timeline:** The reappointment and promotion process for Clinical Specialist/Lecturers will follow relevant dates in the promotion timeline that appears in the RPD (currently, timeline 6.2). Application packets are due September 15, or the soonest business day thereafter.
9. **Department/Program Personnel Review Committee (PRC):** The department/program PRC is responsible to collaborate with the Clinical Specialist/Lecturer to facilitate the peer reviews of teaching, as described in the RPD (currently, section 3.2.3). The department/program PRC is also responsible for the review of the applicant's materials as described in the RPD (currently, section 5.2.6), and for meeting the relevant review/evaluation deadlines specified in the RPD's promotion timeline (currently, timeline 6.2).
10. **Packet Review Process and Timeline:**
 - a. The promotion and reappointment applicant's packet, following its review by the PRC, will then be reviewed by the dean, the college-wide promotion and tenure committee (CPTC), the provost, and the president, and, in the event the president recommends the applicant for reappointment and/or promotion, that recommendation will be submitted to the board of trustees for final action. This promotion and reappointment review process will follow the promotion review process described in the RPD (currently, section 5) and use the RPD's promotion timeline (currently, timeline 6.2).
 - b. The reappointment applicant's packet, following its review by the PRC, will be reviewed by the dean, who will convey their recommendation to the provost. The provost will convey their recommendation to the president, and the president in turn conveys their recommendation to the board of trustees for a final decision. This reappointment review process will use the RPD's promotion timeline (currently, timeline 6.2).
11. **Non-Recommendation for Promotion:** Clinical Specialists/Lecturers whose promotion applications are not recommended for promotion may, at the discretion of the College, be recommended for reappointment to a two- or three-year contract as specified in MOA126, paragraph 10.
12. **Withdrawal of Promotion Application:** An applicant for promotion 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, dean, provost, or president, depending upon the stage of the application process. Applicants who withdraw their promotion application may request continuing review of their application for reappointment.

TCNJ Reappointment and Promotions Document

Revision date: 01 October 2024

1.1. Introduction

The Reappointment and Promotions Document (RPD) contains standards and procedures for review, reappointment, tenure, and promotion for faculty and librarian candidates. The RPD is approved through the governance process up to the Board of Trustees, and matters relating to processes and timelines have been agreed to by the TCNJFT, Local 2364, AFT.

1.2. Abbreviated Table of Contents

1. Introductory Material (including Detailed Table of Contents)
2. Bases and Standards for Evaluation
3. Rules, Responsibilities, and Rights
4. Reappointment¹
5. Promotion²
6. Timelines
7. Standard Application for Reappointment and/or Promotion
8. Other Forms
9. Abbreviated Application for Reappointment and/or Promotion for Non-Tenure Track Teaching Positions (including Standardized Curriculum Vita)

1.3. Definitions & Process Clarifications

Reappointment: following a successful summative review, a pre-tenure candidate is appointed for further employment of one or more years.

Tenure: the final reappointment action, resulting in a candidate's appointment to permanent employment (subject to the terms and conditions of applicable contracts and College employment policies). According to New Jersey State law, public college faculty and librarians are tenured after "6 consecutive academic years, together with employment at the beginning of the next academic year" (N.J.S.A. 18A:60-16). Since TCNJ seeks to follow AAUP best practice by giving non-reappointed faculty and librarians a terminal year before their employment ends, it has a 5 year tenure review process. In other words, the fifth year of a pre-tenure faculty or librarian's employment is ordinarily their "tenure review year."

Promotion: a candidate advances in academic rank (i.e., to Associate Professor, Professor, Librarian II, Librarian I, ~~or~~ Assistant Director in the Library, Senior Clinical Specialist/Senior Analyst, or Master Clinician Specialist/Master Lecturer).

¹Including reappointment with tenure, ~~or~~ reappointment with tenure and promotion, and reappointment for Non-Tenure Track Teaching Positions (NTPP)-as applicable.

²That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+) or for NTPP.

Joint Tenure/Promotion vs Separate Reappointment and Promotion Processes: For several decades, reappointment (including tenure) and promotion were separate processes at TCNJ, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring “6 consecutive academic years, together with employment at the beginning of the next academic year,” which in turn permitted TCNJ to align standards for select promotions with those for tenure. Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, concurrent with their reappointment with tenure.

Use of Reappointment and Promotion in this Document: While this document covers all reappointment and promotion processes, it uses subheadings as follows:

- **reappointment (section 4)** includes all pre-tenure review processes – formative review, summative review and reappointment, summative reappointment with tenure only, *and* summative reappointment with tenure and promotion. Annual review is mandatory for pre-tenure candidates, and ordinarily occurs in the spring semester.
- **promotion (section 5)** includes promotion processes that occur separately from reappointment, during Years 1-4 (i.e., pre-tenure), ~~or~~ after approval for tenure (Years 6+) or in the case of Non Tenure Track Teaching Positions, such as Clinical Specialists/Lecturers, when the minimum requirements are met. Application for promotion is voluntary, occurs during the fall semester only, and may require external review (the external review process begins in the spring; see Sections 3.2.5. & 8.5.).

The table in the next section should help candidates understand which section(s) of this document are most applicable.

1.4. Rank & Desired Action

	<i>Rank (at time of application)</i>	<i>Desired Action</i>			
		<i>Reappointm ent Only</i>	<i>Reappointme nt with Tenure Only</i>	<i>Reappointme nt with Tenure and Promotion</i>	<i>Promotion Only</i>
Track					
Tenure Track	Assistant Professor or Librarian III	Years 1-4 Reappointment application: <u>RPD section 4</u>	<i>Not available</i>	Year 5 Application to 7 th year: <u>RPD section 4</u>	Promotion Application: <u>RPD section 5</u>
Tenure Track	Librarian II	Years 1-4 Reappointment application: <u>RPD section 4</u>	Year 5 Application to 7 th year: <u>RPD section 4</u>	Year 5 Application to 7 th year: <u>RPD section 4</u> (if candidate chooses)	Promotion Application: <u>RPD section 5</u>

Tenure Track	Associate Professor, Professor, or Librarian I	Years 1-4 Reappointment application: RPD section 4	Year 5 Application to 7 th year: RPD section 4	<i>Not available</i>	Promotion Application: RPD section 5
--------------	--	--	---	----------------------	--

Reappointment and Promotion Document [Click Here to Download RPD Section 4](#)

Non-Tenure Track Teaching Position	Clinical Specialist or Lecturer	Reappointment application: RPD section 4 and 5	Tenure	Librarian	Reappointment application: RPD section 4 and 5
--	---	--	------------------------	---------------------------	--

1.5. Detailed Table of Contents

1. [Introductory Material](#)

- 1.1. [Introduction](#)
- 1.2. [Abbreviated Table of Contents](#)
- 1.3. [Definitions & Process Clarifications](#)
- 1.4. [Rank and Desired Action \(Table\)](#)
- 1.5 [Detailed Table of Contents](#)

2. [Bases and Standards for Evaluation](#)

- 2.1. [Tenure Track Faculty- Minimum Eligibility](#)
- 2.2. [Non-Tenure Track Teaching Positions-Minimum Eligibility for Promotion 2.3](#)
- [Librarians – Minimum Eligibility for Promotion](#)
- 2.42. [Faculty- Teaching](#)
- 2.5. [Librarians- Librarianship](#)
- 2.63. [Tenure Track Faculty- Scholarly/Creative/Professional Activity](#)
 - 2.36.1. [Joint Faculty, or Faculty in Departments with Multiple Disciplinary Standards, Who Are Applying for Tenure and Promotion to Associate Professor](#)
 - 2.63.2. [Interdisciplinary Faculty Applying for Promotion to Professor](#)
- 2.7 [Librarians- Scholarly/Creative/Professional Activity](#)
- 2.84. [Faculty- Service](#)
- 2.9 [Librarians- Service](#)
- ~~2.5. Librarians- Minimum Eligibility~~

2.6. Librarians—Librarianship

2.7. Librarians—Scholarly/Creative/Professional Activity

2.8. Librarians—Service

3. Roles, Responsibilities, and Rights

Reappointment and Promotion Committee

Approved by TCNJ BOT Jan 10, 2012 2024 Page 4

3.1. The Candidate

3.1.1. Reappointment (including Tenure with Select Promotions)

3.1.2. Coordination with Department PRC

3.1.3. Early Tenure by Exceptional Action

3.1.4. Modified Reappointment due to Qualified Life Event

3.1.5. Promotion (separate from reappointment with tenure)

3.1.6. Right to Appeal Decision of the CPTC

3.1.7. Withdrawal of Promotion Application

3.1.8. Promotion Procedure Grievances

3.2. The Department Promotion and Reappointment Committee (PRC)

3.2.1. Membership/Eligibility

3.2.1.1. Minimum Number

3.2.1.2. Eligibility of Members

3.2.1.3. Outside Members

3.2.1.4. Service on Multiple Committees

3.2.1.5. Joint-Appointments

3.2.2. Selection of Committee Members

3.2.3 Peer Review of Teaching

3.2.3.1. Introduction

3.2.3.2. Frequency of Peer Reviews

3.2.3.2.1. Candidates for Reappointment

3.2.3.2.2. Candidates for Promotion

3.2.3.3. Reviewer and Course Selection

3.2.3.4. Process for the Peer Observation of Teaching

3.2.3.4.1. Responsibilities of the Candidate/Department/Program

3.2.3.4.2. Responsibilities of the Dean

3.2.3.4.3. Responsibilities of Peer Observer and Faculty Member

3.2.4. External Review

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 5

3.2.4.1. Background

3.2.4.2. Step 1 – Selection of two appropriate reviewers

3.2.4.3. Step 2 – Contacting the reviewers

3.2.4.4. Step 3 – Sending materials

3.2.4.5. Step 4 – Charge to the external reviewers

3.2.4.6. Step 5 – Reviewers' evaluations

3.2.4.7. Step 6 – Candidate's optional response to reports

3.2.4.8. Step 7 – Use of reviewers' reports

3.3. The Dean

3.4. The College Promotions and Tenure Committee (CPTC)

3.4.1. Membership/Eligibility

3.4.2. Term of Service

3.4.3. Nomination and Elections Procedures

3.4.4. Operating Procedures

3.4.5. Voting Procedures

3.5. The Provost

3.6. The President

4. Reappointment (Pre-Tenure)³

4.1. Year 1

4.2. Year 2

4.3. Year 3

4.4. Year 4

4.5. Year 5

4.5.1. Figure 1: Reappointment Process Flowchart

4.6. Reappointment Process

4.6.1. Step 1 – Candidate prepares packet

³Including reappointment with tenure or reappointment with tenure and promotion, as applicable.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 6

4.6.2. Step 2 – PRC Review

4.6.3. Step 3 – Candidate may respond to PRC evaluation

4.6.4. Step 4 – Dean Review

4.6.5. Step 5 – Candidate may respond to Dean evaluation

4.6.6. Step 6 – CPTC Review (if required)

4.6.7. Step 7 – CPTC Appeal Hearing (if desired)

4.6.8. Step 8 – Provost Review

4.6.9. Step 9 – Candidate may respond to Provost evaluation

4.6.10. → Step 10 – President Review

4.6.11. → Step 11 – Board of Trustees Action

5. Promotion⁴

5.1. Distinction from Reappointment with Tenure and Promotion

5.2. Promotion Process

5.2.1. Step 1 -- Notify PRC and Academic Affairs of Intent to Apply

5.2.2. Step 2 – Interdisciplinary Candidates Notify PRC and Dean of Intention to Use Multiple Disciplinary Standards

5.2.3. Step 3 – Coordinate sufficient peer reviews of teaching with PRC

5.2.4. Step 4 – Coordinate external review with PRC (if applicable; see 6.3 below)

5.2.5. Step 5 – Candidate prepares packet

5.2.6. Step 6 – PRC Review

5.2.7. Step 7 – Candidate may respond to PRC evaluation

5.2.8. Step 8 – Dean Review

5.2.9. Step 9 – Candidate may respond to Dean evaluation

5.2.10. Step 10 – CPTC Review

5.2.11. Step 11 – Candidate may request CPTC Appeal Hearing

5.2.12. Step 12 – Provost Review

5.2.13. Step 13 – Candidate may respond to Provost evaluation

⁴That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+).
Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 7

5.2.14. Step 14 – President Review

5.2.15. Step 15 – Board of Trustees Action

5.3. External Review

6. Timelines

6.1. Pre-Tenure Review Timelines

6.2. Promotion (only, separate from reappointment with tenure) Timeline

6.3. External Review Timeline

6.4. PRC and CPTC Nomination and Election Timeline

7. Standard Application Form for Reappointment and/or Promotion

A. Cover Page

B. 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)

H. Student Feedback on Teaching

I. Peer Reviews of Teaching

J. Course Syllabi

K. Scholarly, Creative, or Professional Work

L. Teaching Materials

M. Scholarly/creative/professional Materials

N. Service Materials

O. Other Materials

8. Other Forms

8.1. Intention to Use Multiple Disciplinary Standards

8.2. Department/Program Recommendations

8.2.1. For Reappointment

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 8

8.2.2. For Reappointment to Seventh Year with Tenure

8.2.3. For Promotion

8.3. Letter to External Reviewer

8.3.1. For Promotion to Rank of Professor

8.3.2. For Promotion to Assistant Director in the Library

9. Abbreviated Application for Reappointment and/or Promotion for Non-Tenure Track Teaching Positions (Including Standardized Curriculum Vita)

2. **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, strives to hire teacher-scholars who will be successful in the initial evaluation process and continued professional growth, and seeks to recognize through the ranks of promotion those who demonstrate continuous exemplary achievement in teaching (or librarianship) and advising, scholarly/creative/professional activity, and service. Standards and procedures shall be fairly and equitably applied to all candidates, with the goal of supporting a culture in which progression through the ranks is a regular part of a successful academic career.

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. Additional commitments to community engagement, in keeping with the college's national recognition for community engaged learning, are also valued as part of required faculty work.

The review process relies on peer evaluation and recognizes the distinctiveness of academic disciplines. Therefore, the departments⁵ have the major responsibility for establishing reappointment and promotion guidelines, particularly for scholarship, and for making initial recommendations. Application packets and departmental recommendations are then considered by a Dean, and for summative and promotion reviews, by the College Promotions and Tenure Committee (CPTC⁶), the Provost, and the President, all of whom receive recommendations by prior reviewers while conducting independent reviews.

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

⁵or programs where there are no departments, or units of the library

⁶The CPTC's role varies by type of review and prior recommendation. See 3.4.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 9

candidate. It is the candidate's responsibility to present effectively their accomplishments as evidence in support of their application.

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. 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.⁷

The following sections address teaching/librarianship, scholarly/creative/professional activity, and service separately. However, for many faculty and librarians 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.

2.1. Tenure Track Faculty – Minimum Eligibility for Promotion

All tenure track 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:

Associate Professor: An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and five (5) years of professional experience. Nothing herein shall prohibit an Assistant Professor from applying for promotion to Associate Professor prior to obtaining tenure.

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.

2.2. Non-Tenure Track Teaching Positions-Minimum Eligibility for Promotion

All NTPs 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:

Credit for prior years of experience may be negotiated with the Dean at the time of hiring. Relevant experience and/or roles may include but are not limited to advanced

study and/or professional experience in relevant non-teaching settings and may be considered in substitution for teaching experience.

Senior Clinical Specialist/Senior Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and five (5) years of professional experience, at least three (3) of which must have been at the rank of Clinical Specialist/Lecturer at TCNJ.

Master Clinical Specialist/Master Lecturer: An earned Master's degree from an accredited institution in an appropriate field of study and ten (10) years of professional experience, at least three (3) of which must have been at the rank of Senior Clinical Specialist/Senior Lecturer at TCNJ.

2.3. Librarians – Minimum Eligibility for Promotion

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:

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 second Master's degree in another subject area is desirable but not required. Nothing herein shall prohibit a Librarian III from applying for promotion to Librarian II prior to obtaining tenure.

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. Five (5) years professional library experience. A second Master's or doctoral degree in a relevant subject area, or ABD status in a relevant doctoral program. 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 decision for tenure and promotion remain separate.

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.

2.42. Faculty – 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:

- Shows subject Mastery, currency, and ongoing growth in one's discipline and/or across disciplines;
- Carefully prepares organized lessons and pedagogical materials designed to guide and enhance student learning;
- 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;
 - Ensures class meetings and other learning opportunities, including providing student feedback, are conducted in a timely and professional manner;
- When appropriate, incorporates one's scholarship into teaching, including the effective supervision of student research and the incorporation of students into one's scholarship;
- When appropriate and possible, incorporates community engagement into teaching and curriculum;
- Extends teaching commitment to all levels of the curriculum, including First Year Seminars, College Core, introductory courses, graduate courses, and Signature Experiences where appropriate;
 - 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;
- Conveys an intellectual and professional interest in individual student learning; ● 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;
 - Creates and revises courses and curricula in ways that foster a vibrant, intellectual community built around a shared commitment to scholarly inquiry;
- Provides well-informed, thoughtful mentorship and advising appropriate to the students' personal and professional development;
 - Strives for respectful and fair treatment when interacting with individual students;
- Is capable of adjusting the educational experience in response to individual student needs;
- Demonstrates rigor, transparency, and consistency in evaluating student work; and

- 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:

- 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.⁸
- Peer reviews of their teaching. The format and content of the peer reviews should conform to the guidelines set forth in 3.2.4.
- 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.
- 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, College Core, 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.

Promotion to Associate Professor and Senior Clinical Specialist/~~Senior Lecturer~~ requires evidence of continued improvement in teaching in response to feedback from peers and students, and a growing record of teaching excellence.⁹

Promotion to Professor and Master Clinical Specialist/~~Master Lecturer~~ requires evidence that the candidate has reached a consistent level of teaching excellence and serves as an educational leader in the department or program.

⁸Three 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.⁹The 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.

2.6 Librarians – Librarianship

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

- Mastery, currency and ongoing growth in one's specialty(ies);
- Careful preparation and clear organization;
- Fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;
- Purposeful experimentation in the practice of one's professional specialty(ies); • Incorporation of one's scholarship into the practice of librarianship, where appropriate;
- Where appropriate and possible, incorporates community engagement into the practice of librarianship;
- Incorporation of one's professional service into the practice of librarianship; • Timeliness and professionalism in carrying out professional responsibilities; • Consistency in developing, implementing, and/or updating services;
- Respect and fair treatment of all library users as individuals; and
- 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:

- Providing library users with effective access to information;
- Being well informed about trends, practices, and changing technologies in the profession;
- Contributing to the initiation and development of new programs and policies, and preparing information materials for other staff and library users;
- Establishing and maintaining good communication and working relationships with faculty, administration, students, and community partners;
- When appropriate and possible, incorporates community engagement into relevant areas of librarianship;
- Working effectively with student groups, outside agencies and with the general public;
 - Demonstrating adaptability and flexibility and showing an awareness of individual differences and a sensitivity to the various cultures and heritages within the College and surrounding community;

- Participating in planning, initiating, and codifying or coordinating library operations and services;

- Assisting in training new colleagues; and
- Assisting in coordinating the work of colleagues and supervising the work of support staff.

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

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

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.¹⁰

2.3. Tenure Track Faculty – Scholarly/Creative/Professional Activity

The best teachers remain devoted learners. TCNJ embraces the model of a professor as teacher-scholar and understands that a serious and continuing commitment to scholarship complements and enriches teaching of the first order; therefore, the College values the scholarly and creative enterprise. The College recognizes a range of scholarly modes including:

- The Scholarship of Discovery – the traditional research model in which new content knowledge is acquired;
- The Scholarship of Integration – the creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines;
- The Scholarship of Application – the bridging of the gap between theory and practice through both research and action;
- The Scholarship of Pedagogy – the discovery or an evaluative analysis of the ways students learn, and the identification and assessment of methods used to foster learning; and
- Artistic Expression – the expression of artistry through the visual, performing, or literary arts.
 - 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).

¹⁰ 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.

The following side-by-side comparison is only a guide to help differentiate between qualifications Tenure Track 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.

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 engaged with community partners, 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, unless credit for prior years of professional experience was awarded in the initial employment contract. All published work should be included in the materials presented during the evaluation process, but

- promotion candidates should make clear which work has been conducted within the past 5 years,
- reappointment candidates should make clear which work has been conducted since the date of appointment, and
- candidates with credit for additional years of professional experience should make clear which work has been conducted since the date of professional experience credited or within the past 5 years (whichever is shorter).

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 or collaborating with a community partner, 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 or Professor. It is the responsibility of the candidate to make clear in the application that these expectations were met.

2.3.1. Joint Faculty, or Faculty in Departments with Multiple Disciplinary Standards, Who

Are 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.

2.3.2. Interdisciplinary 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, the interdisciplinary candidate notifies department/program and dean of intention to use multiple disciplinary standards by the date indicated on

Timeline 6.2, and the merged disciplinary standards must be finalized by the PRC and Dean of the school housing the candidate's home department by the date indicated on Timeline 6.2.

2.7. Librarians – 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 engaged with

community partners, or reflect the College's commitment to building a diverse and inclusive community.

Approved by the Faculty Senate on 12/12/2013

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 or collaborating with a community partner, 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 3.2.5.). 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.

Promotion to Librarian I and Assistant Director in the Library requires continued achievement since attaining the previous rank, 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 3.2.5.).

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.

<u>Librarian II</u>	<u>Librarian I</u>	<u>Assistant Director in the Library</u>
<u>Publishing in peer reviewed venues.</u>	<u>Continuing publications in peer-reviewed venues.</u>	<u>Continuing publications in peer-reviewed venues.</u>

<u>Presenting at juried or peer-reviewed local, state and regional conferences or professional organizations.</u>	<u>Presenting at juried or peer-reviewed regional, national, and international conferences or professional organizations.</u>	<u>Giving invited presentations at juried or peer-reviewed regional, national, and international conferences or professional organizations.</u>
	<u>Having book manuscripts under contract for publication.</u>	<u>Having one or more published books.</u>
	<u>Writing grant proposals.</u>	<u>Writing and obtaining grants.</u>
<u>Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.</u>	<u>Taking courses toward or completing additional academic degrees.</u> <u>Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.</u>	<u>Completing additional academic degrees.</u> <u>Attending courses, seminars, and workshops related to one's academic discipline or the work of the library.</u>
<u>Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/professional work at least at the local or state level.</u>	<u>Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/professional work at the regional or national level.</u>	<u>Taking a leadership role in consulting activities or other professional practice, demonstrating work at the regional, national, and/or international level.</u>

2.4. Faculty – Service¹¹

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 campus and potentially to the surrounding¹² community are expected to increase concomitantly with the institution's commitment to the individual. This means that faculty will be expected to demonstrate more significant service responsibilities as they seek

promotion to a higher rank. Prior to tenure, faculty should shoulder an equitable portion of the responsibilities in their department or school and may, depending on

¹¹ For NJ IP, service is not required unless the candidate is also seeking promotion. ¹² Surrounding community is to be understood broadly, including but not limited to Ewing, Trenton, Mercer County, the State of New Jersey, and the metro Philadelphia and New York City regions.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 20

their interests and other obligations, also choose to become involved in other campus and community opportunities and events. 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).

The College further recognizes the higher expectations that may be placed on faculty of color and other traditionally under-represented faculty (Black faculty, Indigenous faculty, and other faculty of color, women, trans and queer faculty, faculty with disabilities, etc.), to serve on search committees, diversity initiatives, and other campus wide efforts. In addition, faculty of color and other traditionally under-represented populations often undertake service to support similarly under-represented students, both formally and informally. Examples include mentoring students, sponsoring groups for under-represented students, providing guidance to first-generation college students, supporting student activists and activism on campus. While these forms of service can be more difficult to quantify, candidates should document and address in their essay this often “invisible” service and indicate how it has benefitted the students, college, community, or profession.

Promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer 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, Assistant Professor in the Library, or Master Clinical Specialist requires consistent service, leadership,¹³ and investment of time in the department/program, school, and the College, contributing significantly to the effective operation and growth of the institution; 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 department, school, campus, professional, and/or community levels.

The following side-by-side comparison helps to differentiate service by rank: that is, types and levels of service that are commonly reported by Pre-tenure faculty (including

¹³ Leadership is not exclusively defined by one's position in a hierarchical structure, but rather is

something that can be demonstrated at all levels by influencing, motivating, and enabling others to contribute toward the effectiveness and success of the group in which they serve. Effective leaders create results, attain goals, realize vision, and guide others by modeling more quickly and at a higher level of quality than do ineffective leaders.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 21

faculty who were hired at the rank of Associate Professor or Librarian I), by Associate Professors (and those applying for promotion to Associate Professor, Librarian I, or Senior Clinical Specialist/Senior Lecturer), and by Professors (and those applying for promotion to Professor, Assistant Director in the Library, or Master Clinical Specialist/Master Lecturer). While neither a prescriptive nor comprehensive list of service possibilities, table rows offer examples of increasing leadership and commitment to the institution, to the community, and to the profession that are concomitant to rank. The numerous examples in the table are meant as a guide, and successful applications will demonstrate their service via activity in one or more rows.

Examples of Faculty Service by Rank		
Pre-tenure Faculty Member	Associate Professor with Tenure	Professor
Participating actively in 1- 2 committees or task forces at the Tier 1-2 level (see table below).	Participating actively in 1- 2 committees or task forces at the Tier 1-3 level (see table below).	Leading and participating actively in 1-2 committees or task forces at the Tier 1-4 level (see table below)
Joining and participating in appropriate professional organizations.	Participating and actively serving in appropriate professional organizations.	Holding office or leadership role in appropriate professional organizations.
Assisting with department- or program level group advising or recruitment events	Advising student organizations or clubs, leading department activities or recruitment events	Serving as a chair or coordinator of a department or program, or a director of a center.
Serving as a reviewer or moderator for local or regional conferences, journals, and grants.	Serving as a reviewer or discussant for regional and/or national conferences, journals, and grants.	Ongoing service as a reviewer, discussant, or editor for conferences, journals, and grants; organizing symposia or conferences.

Developing a professional network with educational organizations, government, business, or industry.	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.
--	---	--

Involvement with a charitable, community, or cultural organization related to the candidate's professional expertise.	Continued collaboration in charitable, community, or cultural organizations related to the candidate's professional expertise.	Holding office or leadership role(s) in charitable, community, or cultural organizations related to the candidate's professional expertise.
---	--	---

The next table supplies context for the first row above, as it clusters campus service roles and committees into tiers, for the purpose of guiding faculty as well as recognizing the breadth of impact and institutional commitment demonstrated within each tier. This table is not a comprehensive list of campus service roles and committees. Rather, it should be used as a guide for describing campus service roles, committees (ad-hoc, regular, and non-governance), and non-traditional service not listed in the table. The work involved and impact of specific campus service roles and committees may differ from that indicated in the table for a given individual. Applicants should make the case for weighing and evaluating their specific service contributions in their essay.

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
Tier 1	IT department representative; Library department representative; Dept/Program recruitment representative, Department committee member (e.g., curriculum, search, program review/self-study), Member of school committee or task force (e.g., curriculum)

Tier 2	<p>Member of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence Campus University Council, College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, IACUC, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Member of Faculty Senate</p> <p>Faculty union vice president, treasurer, secretary, representative, or committee chair</p> <p>Chair of school committee or task force (e.g., curriculum,</p>
--------	--

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
	<p>accreditation, self-study)</p> <p>Fellowship Advisors (Goldwater, Truman)</p> <p>Chair of PRC, Dept Faculty Search committee, Dept/Program Self-Study/Accreditation Committee</p>

Tier 3	<p>Member of Steering, CSPP, CFA, CAP, CSCC, IRB</p> <p>Member of search committee for President, Provost, Dean</p> <p>Chair/co-chair of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, Committee on Inclusive Excellence Campus Diversity Council, College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, IACUC, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Faculty representative to the Board of Trustees</p> <p>Member of Faculty Senate Executive Board</p> <p>School Academic Integrity Officers</p> <p>DEIA efforts and initiatives, diversity representation on search committees, and support/mentoring of minoritized students, faculty, staff, and campus/community groups by BIPOC/women/trans/queer/disabled faculty</p>
Tier 4	<p>Department chair, assistant/associate department chair, program coordinator, chief academic integrity officer, Honors/First Year Seminar/MUSE coordinators</p> <p>Chair/co-chair of Steering, Committee on Strategic Planning and Priorities (CSPP), Committee on Faculty Affairs (CFA), Committee on Academic Programs (CAP), Committee on Student and Campus Community (CSCC), Institutional Review Board (IRB)</p> <p>Chair/co-chair of Search committee for President, Provost, Dean</p> <p>Faculty senate president</p> <p>Faculty union president</p>

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 24

2.5. Librarians – Minimum Eligibility for Promotion

~~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:~~

~~Librarian I (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. Three (3) years professional experience. A~~

~~second master's degree in another subject area is desirable but not required. Nothing herein shall prohibit a Librarian III from applying for promotion to Librarian II prior to obtaining tenure.~~

~~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. Five (5) years professional library experience. A second master's or doctoral degree in a relevant subject area, or ABD status in a relevant doctoral program. 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 decision for tenure and promotion remain separate.~~

~~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.~~

2.6. Librarians—Librarianship

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

- ~~• Mastery, currency and ongoing growth in one's specialty(ies);~~
- ~~• Careful preparation and clear organization;~~
- ~~• Fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;~~
- ~~• Purposeful experimentation in the practice of one's professional specialty(ies); •~~
~~Incorporation of one's scholarship into the practice of librarianship, where appropriate;~~

Reappointment and Promotion Document

Approved by TCNJ BOE on 10/01/2024 Page 25

- ~~• Where appropriate and possible, incorporates community engagement into the practice of librarianship;~~
- ~~• Incorporation of one's professional service into the practice of librarianship; •~~
~~Timeliness and professionalism in carrying out professional responsibilities; •~~
~~Consistency in developing, implementing, and/or updating services;~~
- ~~• Respect and fair treatment of all library users as individuals; and~~
- ~~• 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:

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

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

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

Supplement and Promotion Document

Approved by TCNJ BOT on 10/01/2024 Page 16

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.¹

2.7. Librarians—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 engaged with community partners, 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 or collaborating with a community partner, 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

¹⁴ 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.

Revised by the Board of Trustees, 2019, 2020, 2021, 2022, 2023, 2024
Approved by the Board of Trustees, 11/12/2024, page 27

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 § 2.3.). 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.

Promotion to Librarian I and Assistant Director in the Library requires continued

achievement since attaining the previous rank, 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. Internal review is required for promotion to Assistant Director in the Library (see 3.2.5.).

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 I,	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.	Completing additional academic degrees. Attending courses, seminars, and workshops related to one's academic

	related to one's academic discipline or the work of the library.	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.

2.8. Librarians – 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 and potentially to the surrounding community, are expected to increase concomitantly with the institution's commitment to the individual. This means that librarians will be expected to demonstrate more significant service responsibilities as they seek promotion to a higher rank. Prior to tenure, librarians should shoulder an equitable portion of the responsibilities in the library and may, depending on their interests and other obligations, also choose to become involved in other campus and community opportunities and events. 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).

The college further recognizes the higher expectations that may be placed on librarians of color and other traditionally under-represented librarians (Black librarians, Indigenous librarians, and other librarians of color, women, trans and queer librarians, librarians with disabilities, etc.), to serve on search committees, diversity initiatives, and other campus-wide efforts. In addition, librarians of color and other traditionally under-represented populations often undertake service to support similarly under-represented students, both formally and informally. Examples include mentoring students, sponsoring groups for under-represented students, providing guidance to first generation college students, supporting student activists and activism on campus. While these forms of service can be more difficult to quantify, candidates should document and address in their essay this often “invisible” service and indicate how it has benefitted the students, college, community, or profession.

Promotion to Librarian II requires evidence of contribution to the effective operations and growth of the library and the College. 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 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 helps to differentiate service by rank: that is, types and levels of service that are commonly reported by Pre-tenure librarians (including librarians who were hired at the rank of Librarian I), by Librarian II (and those applying for promotion to Librarian II), by Librarian I (and those applying for promotion to Librarian I), and by Assistant Director in the Library (and those applying for promotion to Assistant Director in the Library). While neither a prescriptive nor comprehensive list of service possibilities, table rows offer examples of increasing leadership and commitment to the institution, to the community, and to the profession that are concomitant to rank. The numerous examples in the table are meant as a guide, and successful applications will demonstrate their service via activity in one or more rows.

Examples of Librarian Service by Rank			
Pre-tenure Librarian	Librarian II	Librarian I	Assistant Director in the Library
Participating actively in 1 committee or task force at the Tier 1 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1- 2 level (see table below).	Participating actively in 1-2 committees or task forces at the Tier 1- 3 level (see table below).	Leading and participating actively in 1-2 committees or task forces at the Tier 1- 4 level (see table below).
Joining appropriate professional organizations and	Joining and participating in appropriate professional	Participating and actively serving in appropriate professional	Holding office or leadership role in appropriate professional

associations.		organizations.	organizations.
---------------	--	----------------	----------------

Examples of Librarian Service by Rank			
Pre-tenure Librarian	Librarian II	Librarian I	Assistant Director in the Library
	organizations and associations.		
		Creating or significantly revising departmental programs/services.	Serving in a leadership role in creating or significantly revising departmental programs/service s. Serving as a chair or coordinator of a department or program, or a director of a center.
Identifying and attending on- or off-campus programs or workshops	Actively participating in on or off-campus programs or workshops.	Taking a leadership role in on- or off campus programs or workshops.	Ongoing leadership in coordination or delivery of on- or off- campus programs or workshops.

	Developing a professional network with educational organizations, government, business, or industry.	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 student programs.	Assisting with college recruitment and outreach events (e.g. Accepted Students Day)	Advising student organizations or clubs, leading library activities or recruitment and outreach events (e.g. Accepted Students Day)	Advising student organizations or clubs, leading library activities or recruitment and outreach events (e.g. Accepted Students Day)
Attending charitable, community, or cultural organization	Involvement in a charitable, community, or cultural organization	Continued collaboration with charitable, community, or cultural	Holding office or leadership role(s) in charitable, community, or cultural

40

Examples of Librarian Service by Rank			
Pre-tenure Librarian	Librarian II	Librarian I	Assistant Director in the Library
activities related to the candidate's professional expertise.	related to the candidate's professional expertise.	organizations related to the candidate's professional expertise.	organizations related to the candidate's professional expertise.

The next table supplies context for the first row above, as it clusters campus service roles and committees into tiers, for the purpose of guiding faculty as well as recognizing the breadth of impact and institutional commitment demonstrated within each tier. This table is

not a comprehensive list of campus service roles and committees. Rather, it should be used as a guide for describing campus service roles, committees (ad-hoc, regular, and non-governance), and non-traditional service not listed in the table. The work involved and impact of specific campus service roles and committees may differ from that indicated in the table for a given individual. Applicants should make the case for weighing and evaluating their specific service contributions in their essay.

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples
Tier 1	Library committee member (e.g., Web Committee, Collection Development Committee, Library Faculty Advisory Committee, Travel Committee, Library Systems Platform Group), Member of library task force
Tier 2	Member of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, <u>Committee on Inclusive Excellence</u> <u>Campus Diversity Council</u> , College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council) Chair of PRC Subcommittee Member of Faculty Senate Faculty union vice president, treasurer, secretary, representative,

Examples of Campus Service by Breadth of Impact and Effort Expected	
Service or Committee Tier	Service Role or Committee Examples

	<p>or committee chair</p> <p>Chair of library committee or task force (e.g., Web Committee, Collection Development Committee, Travel Committee) Chair of librarian search committee, Library/Program Self-Study Member, Library-wide governance committee (Library Steering, Library Strategic Planning, Library Building and Safety)</p>
Tier 3	<p>Member of CFA, CSCC, IRB</p> <p>Member of search committee for President, Provost, Dean</p> <p>Chair/co-chair of Ad Hoc (Governance) Task Force, Governance Councils (Athletics Advisory Council, Budget and Finance Planning Council, <u>Committee on Inclusive Excellence</u>, Campus Diversity Council, College Core Council, College Promotions and Tenure Committee, Community Engaged Learning Council, Cultural and Intellectual Community Council, Environmental Sustainability Council, Facilities and Construction Planning Council, Global Engagement Council, Graduate Studies Council, Honors and Scholars Council, Mentored Research and Internships Council, Sabbaticals Council, Self-Designed Major Council, Support of Scholarly Activities Council, Teacher Education Council, Teaching and Learning Council)</p> <p>Library Faculty chair</p> <p>Member of Faculty Senate Executive Board</p> <p>Chair of Library-wide governance committee (Library Steering, Library Strategic Planning, Library Building and Safety) DEI efforts and initiatives, diversity representation on search committees, and support/mentoring of minoritized students, faculty, staff, and campus/community groups by BIPOC/women/trans/queer/disabled faculty</p>
Tier 4	<p>Chair/co-chair of Committee on Faculty Affairs (CFA), Committee on Student and Campus Community (CSCC), Institutional Review Board (IRB)</p> <p>Chair/co-chair of Search committee for President, Provost, Dean</p> <p>Faculty senate president</p> <p>Faculty union president</p>

3. Roles, Responsibilities, and Rights

The College expects exemplary achievement in the areas of teaching or librarianship, scholarly/creative/ professional activity, and service, and 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 their case for reappointment and/or promotion. The application materials should be organized and focused in order to convey the information that is most relevant in the record of achievement. The candidate needs to establish the exemplary nature of their record of achievement and to identify how their accomplishments meet specific expectations as described in the Disciplinary Standards.

The candidate must 1.) ensure that all required components of the Standard Application for Reappointment and/or Promotion are included in the application packet, and 2.) coordinate with the PRC to arrange peer reviews of teaching and, if applicable, help create a list of potential external reviewers (see sections 3.2.3 and 3.2.4). Applications that are missing a required section, 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 and/or 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 review the completeness of the application and may appear before the PRC to amplify and explain documentation submitted with the application. In preparing application 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 (e.g., peer teaching observations) are received in a timely manner.

3.1.1. Reappointment (including Tenure with Select Promotions)

For several decades, reappointment (including tenure) and promotion were separate processes at TCNJ, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring "6 consecutive academic years, together with employment at the beginning of the next academic year," which in turn permitted TCNJ to align standards for select promotions with those for tenure. Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, concurrent with their reappointment with tenure.

Applications for promotion to Associate Professor, Librarian II, and Librarian I can also be submitted by pre-tenure, Year 1-4 candidates (if eligible), and by tenured (or approved for tenure), Year 6+ candidates during the Fall promotion cycle (see Sections 6 and 7 below).

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 34

- Pre-tenure candidates should not apply during Year 5 for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during the spring Year 5 reappointment process.
- Applications for promotion to Professor or Assistant Director in the Library can only be submitted during the fall promotion cycle (see

Sections 6 & 7).

- Intent to apply for promotion for Clinical Specialists and Lecturers must be submitted February 15, or the soonest business day thereafter, of the calendar year in which they will submit their application materials. Application materials for reappointment or reappointment with promotion must be submitted by September 15, or the soonest business day.

3.1.2. Coordination with Department PRC

Pre-tenure candidates must coordinate peer reviews of teaching with their Department PRC, to have at least 2 peer reviews per academic year. Post-tenure promotion candidates must coordinate with their PRC to have at least 1 peer review every other year. See sections 3.2.3.2.1 and 3.2.3.2.2 for more information.

Candidates for promotion to Professor or Assistant Director in the Library must collaborate with their PRC to create a list of potential external reviewers (see section 3.2.4). And under special circumstances, candidates for promotion to other levels who desire external review must also collaborate with their PRC to create a list of potential reviewers (see section 3.2.4.2).

Candidates for promotion to Senior Clinical Specialist/Senior Lecturer or Master Clinical Specialist/Master Lecturer must coordinate peer reviews of teaching with their Department PRC, to have at least 3 peer reviews from the preceding 3 academic years at the time of their application. See section 9 for more information

3.1.3. 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:

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 35

- 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 with tenure.

3.1.4. Modified Reappointment Due to Qualified Life Event¹⁵

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 below, modified in accordance with this section.

Qualifying life events for purposes of this section are those events entitling the candidate to leave pursuant to the New Jersey Family Leave Act ("NJFLA") and the Family and Medical Leave Act ("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 their 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.

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

¹⁵ This section applies to all full-time faculty and librarians, regardless of date of hire.

review timeline, a candidate must inform the Office of Human Resources ("HR") of:

- the occurrence of the qualifying life event;
- 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
- the candidate's 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.

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 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, they 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 they will not be reappointed (with tenure) in as late as December of the candidate's final year of employment.

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 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 The Application Process for Reappointment and

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 37

Tenure is inconsistent with the Agreement then in effect, that the Agreement shall prevail.

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.

3.1.5. Promotion (separate from reappointment with tenure)

Applications for promotion to Professor or Assistant Director in the Library can only be submitted during the fall promotion cycle (see Section 5).

Applications for promotion to Associate Professor, Librarian II, and Librarian I may be submitted during the fall promotion cycle by tenured (or approved for tenure), Year 6+ candidates and by pre-tenure, Year 1-4 candidates (if eligible; see Section 5).

- Pre-tenure candidates in Year 5 should NOT apply for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during the spring, Year 5 reappointment process.

3.1.6. Right to Appeal Decision of the CPTC

Candidates for tenure and/or promotion have five (5) business days after receipt of the CPTC's recommendation to submit an appeal. (If candidates will be traveling during the appeal period, they must notify the CPTC chair and Academic Affairs fourteen (14) days in advance, should alternate arrangements be necessary due to limited access to suitable videoconferencing. Reasonable arrangements will be worked out between the candidate, CPTC chair, and Provost's Office.) 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. See Section 3.4.

3.1.7. Withdrawal of Promotion Application

A candidate for fall promotion 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, dean, provost, or president, depending upon the stage of the application process.

3.1.8. Promotion Procedure 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 Provost, a candidate may initiate a grievance through the Union based on the allegation that, after timely filing of their 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 Provost no later than the date specified in the Promotion Timeline (See 6.2.; see also State-Union Agreement, Article XIV, G).

3.2. 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:

- 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. ● 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

Reappointment and Promotion Document
Approved by TCNJ BOI on 10-01-2024 Page 39

should provide mentorship to faculty so that they may better navigate the reappointment, tenure, and promotion processes.

- Discuss with new faculty progress toward these performance expectations. ○ 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;
- 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;
- Establish an active program of systematic support (helpful mentoring related to teaching or librarianship; scholarly/creative/professional activity; department/school/campus/community service; and application for external support). The mentoring program should be explained in a document that is given to each candidate upon appointment.
 - Coordinate with the candidate having post-tenure faculty 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 below.
 - Read and evaluate carefully the candidate's Standard Application and all supporting materials.
 - Prepare a constructive, Year 1-5 evaluation report that characterizes and assesses:
 - 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);
 - 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;
 - the candidate's contribution to the health and vitality of the department/program as well as the campus community; and
 - efforts made by the department/program to mentor the candidate.
 - Work with post-tenure faculty seeking promotion to ensure that they have had at least two peer reviews of teaching during the three years prior to their application for promotion. (Note: According to the guidelines set forth in 3.2.3., 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 in early fall.)
 - Evaluate pre- and post-tenure promotion applicants in terms of the Bases and Standards for Evaluation and the relevant *Disciplinary Standards*, with a careful, thorough, and thoughtful analysis that considers the candidate's strengths and weaknesses. Ensures that all major parts of the *Standard Application for Reappointment and/or Promotion* are present in the candidate's packet. Recommend for promotion only those candidates who clearly warrant such promotion.

Reappointment and Promotion Document

Approved by ICNJ BOT on 10-01-2024 Page 40

- Complete the Department/Program Recommendation for Reappointment and Promotion indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Evaluation 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 *must* send a written explanation for their refusal to sign to the appropriate Dean.
- Provide feedback to all non-recommended promotion candidates that, as set out in the Bases and Standards for Evaluation, 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.
 - Limit discussion to the candidate's application, supportive documents and evaluation materials as they apply to the Bases and Standards for Evaluation found in Section 2 of this document. PRC members do not serve as advocates for any candidate.
- Give the candidate a copy of the recommendation for their records and forwards any response from the candidate as part of the candidate's application.
- Forward 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.

3.2.1. Membership/Eligibility

3.2.1.1. 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

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 41

the department chair does not vote, they may serve ex officio but is not counted among the number of individuals making up the PRC.

Senior Clinical Specialists/Senior Lecturers and Master Clinical Specialists/Master Lecturers may serve on PRCs for other Clinical Specialists/Lecturers and Master Clinical Specialists/Master Lecturers but must recuse themselves from all promotion and reappointment discussions for Tenure Track candidates

3.2.1.2. 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.

3.2.1.3. 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.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 42

3.2.1.4. Service on Multiple Committees

A faculty member or librarian may serve on the PRC of different departments/programs.

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.

3.2.1.5. 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

Reappointment and Promotion Document
Approved by ICNJ BOT on 10-01-2024 Page 43

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, then a replacement PRC member must be added to the PRC in accordance with the procedures outlined in the

previous two paragraphs.

3.2.2. Selection of Committee Members

- The department may, by simple majority vote of tenured, and Tenure Track, and non tenure track teaching members, designate PRC membership to be comprised of all tenured and approved for tenure faculty members, as well as Senior Clinical Specialist/Senior Lecturers, and Master Clinical Specialists/Master Lecturers faculty members in the department or;
- Where a department chooses to elect its members, it will develop election procedures and conduct elections. Tenured, and Tenure Track, and NTTP members are eligible to participate in these elections. Elections will be conducted no later than the date specified in Timeline 6.4.
- By the date specified in Timeline 6.4, the department will notify the appropriate dean, who in turn will file with Academic Affairs, the names of its PRC members and chair for the upcoming academic year.
- In the event that a department will have candidates needing external reviews in advance of the upcoming academic year, the incoming PRC will be responsible for coordinating any external review processes. This is to ensure continuity of the PRC throughout a candidate's promotion process.
- 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.

3.2.3. Peer Review of Teaching

3.2.3.1. 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

Reappointment and Promotion Document
Approved by TCNJ BGT on 10-01-2024 Page 44

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 the Standardized Curriculum Vita (see 7.F.V.A.2) of the Standard Application for Reappointment and/or 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 (in 7.F.V.A.2 of the Standardized Curriculum Vita that is part of the Standard Application for Reappointment and/or Promotion) on the feedback provided by the peer observers demonstrates the candidate's ability and willingness to grow as a teacher.

3.2.3.2. 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.

3.2.3.2.1. Candidates for Reappointment

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 45

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.

3.2.3.2.2. 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.

3.2.3.3. 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, with the PRC bearing final responsibility for timeliness of review scheduling and submission of evaluation reports. 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 3.2.3.2.2, the peer review of candidates for promotion should occur no later than the spring semester prior to the candidate's submission of their 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 3.2.3.2.1. This will allow the candidate to

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 46

have sufficient time to incorporate the peer feedback process into their reflection of high caliber, effective teaching as described in Section 2.2.

3.2.3.4. 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:

- A pre-observation meeting
- The observation, and
- 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.

3.2.3.4.1. Responsibilities of the Candidate/Department/Program

- Peer observations for candidates seeking reappointment must be scheduled twice each year.
- Candidates seeking promotion must ensure that they have completed at least two teaching observations distributed over the three full academic years prior to the application date for promotion.
- Additional observations may be scheduled at the candidate's request.
- It is the responsibility of the PRC to ensure that all Peer Feedback Reports submitted within the past four years are included in a candidate's application materials for reappointment, tenure and promotion. Therefore, a record of candidates' peer observations will be carefully maintained by the candidate's Department (or primary Department, in the case of joint appointments).

- By the third week of the semester, an agreement among the PRC, the observee, and appropriate peer observer regarding the observation will be finalized.
- The observer and observee will agree upon a date for and duration of the classroom observation which should occur by week 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.

3.2.3.4.2. 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.

3.2.3.4.3. Responsibilities of Peer Observer and Faculty Member

● Pre-observation Meeting Guidelines

- Prior to the pre-observation meeting, the faculty member to be observed prepares the following materials for the observer to review. These materials should be made available far enough in advance of the pre-observation meeting to allow the observer to review them carefully.
 - Syllabus of the course to be observed
 - A summary of the class session to be observed, including
 - Content (summary of the class)
 - Goals and objectives of the class, including student learning outcomes for the course and how these are related to program goals and/or College Core goals

- Intended pedagogical approaches and activities, e.g., cooperative learning, small groups, discussion, student presentations, multimedia, etc.
- The pre-observation meeting should focus on how the course will meet the College's expectations for excellence in teaching. The following are suggested topics for the pre-observation meeting:
 - State the expectations for student learning from this session.
 - Describe the activities that will allow students to meet the session's expectations.
 - Specify what the students have been asked to do to prepare for this session.
 - Discuss any specific planned approaches/activities on which the faculty member being observed would like feedback.
- Observation Meeting Guidelines: The peer observer will attend the class session on the identified date. After the class observation, the peer observer completes a written Peer Feedback Report using the Guidelines for the Content of the Peer Feedback Report below. The Peer Feedback Report should be completed prior to the post-observation meeting.
- Post-Observation Meeting Guidelines: In order to provide an entrée into a sincere dialogue about

teaching, the observed faculty member should be permitted to begin the conference by speaking about their perspective on the class that was observed and the elements of the Peer Feedback Report. In addition, the observer should share their 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.

o 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.

Course Materials

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

Organization of Observed Class

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

Content Knowledge

- Instructor is knowledgeable about the subject matter
- Instructor provides appropriate content detail

- Instruction is aimed at an appropriate level
- Instructor communicates the reasoning process behind concepts

Clarity

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

Instructional Strategies

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

Presentation Skills

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

Rapport with Students

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

3.2.4. External Review

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library. The external review process is supervised by the PRC.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see “Candidate’s responsibilities” in Section 3.2.4.2.).

3.2.4.1. 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.

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 52

3.2.4.2. Step 1 – Selection of two appropriate reviewers

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 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.

Candidate's responsibilities

- Candidates for promotion to Professor or Assistant Director in the Library must notify their department/program and Academic Affairs of their intention to seek promotion (and thus their need for external reviews) by the date specified in Timeline 6.3.

- Candidates *for promotion* to Associate Professor, Librarian II, or Librarian I who seek external review under special circumstances, must write a letter to the PRC requesting to use external review in their promotion process, by the date specified in Timeline 6.3.

Candidates *for reappointment* who seek external review under special circumstances must write a letter to the PRC requesting this review by the date specified in Timeline 6.3 of the year *preceding* their summative review.

- The letter must provide a clear rationale that describes why an external review will inform the evaluation of the candidate's scholarly/creative/professional record. If

approved, the candidate must notify Academic Affairs immediately of their use of external reviews.

- In these cases, the PRC's charge to the external reviewer will differ from the charge given to reviewers for promotion to the rank of Professor.

- By the date specified in Timeline 6.3, the candidate undergoing external review 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.

PRC responsibilities

- By the date specified in Timeline 6.3, the PRC also 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.
- Should the PRC receive a request for external review by a candidate for promotion to Associate Professor, Librarian II, or Librarian I, who is requesting use of external review under special circumstances, they should consult with the department chair and dean, and render their decision by the date specified in Timeline 6.3.

Compilation of the final list

- The candidate may remove any name on the PRC list if they provide 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 the date specified in Timeline 6.3, 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 the date specified in Timeline 6.3, the list of 6 to 12 potential reviewers should be finalized and approved by the dean. The unranked reviewer list will become part of the candidate's application materials as part of "Standard Application for Reappointment and/or Promotion Item 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 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.

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.

3.2.4.3. Step 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 in Section 8.3.

If a reviewer declines to perform the evaluation, the PRC chair will contact another reviewer from the ranked, composite list until two

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 55

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 specified in Timeline 6.3 in order to allow time for the process to continue normally.

3.2.4.4. Step 3 – Sending materials

As soon as the materials are ready (the candidate should have the

materials ready by the date specified in Timeline 6.3) 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 their scholarly/creative/professional activity.

3.2.4.5. Step 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 (see Section 8.3 for template).

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.

3.2.4.6. Step 5 – Reviewers' evaluations

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 56

Reviewers submit their reports to the PRC chair by the date specified in Timeline 6.3 of the calendar year of the 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 their materials, then the candidate and only the candidate can choose to include the letter in the candidate's application and waive their 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.

3.2.4.7. Step 6 – Candidate's optional response to reports

By the date specified in Timeline 6.3, 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 and outside of the online review system. 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

Reappointment and Promotion Document
Approved by TCNJ BOF on 10-01-2024 Page 57

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.

3.2.4.8. Step 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.

- 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 their initial appointment at the College.

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 promotion.

3.3. 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:

- Oversees (but does not manage) the PRC's peer observations of teaching.
- Consults, as requested or desired, with the candidate and PRC about the list of potential external reviewers (for candidates seeking a promotion that involve external review), and approves the final, unranked list of potential external reviewers. See sections 3.2.3.4.2 and 3.2.4.2 for further information.
- 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

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 38

reasoning for their 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. Confirms that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's packet.

- 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.
- Conveys all review 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.
- *COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, those pre-tenure faculty and librarians who began at TCNJ between 2016-2021 who are*

not recommended for reappointment by either their PRC and/or the Dean, will have their review packet forwarded to the CPTC.

3.4. 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 3.3 (the Dean) to 3.5 (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 Evaluation 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:

- 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.
- Gives consideration to the evaluations of promotion applications made by PRCs in the last three (3) years.

Reappointment and Promotion Document

Approved by TCNJ BOI on 10-01-2024 Page 59

- Restricts its discussions of candidates to the Bases and Standards for Evaluation 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.

- 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 by the date indicated on Timeline 6.2.
- Concludes its deliberations, votes on each candidate, arrives at recommendations, and notifies in writing recommended and non-recommended candidates on or before the date specified in the timelines below. The CPTC's feedback letter to non recommended candidates must explain how, as set out in the Bases and Standards for Evaluation, the candidate has not met the Standards in one or more of the following: teaching/librarianship; scholarly/creative/professional activity; service. • 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 and President as part of the candidate's application.
- Hears appeals by candidates not recommended for tenure and/or promotion. 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.

- 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 Evaluation. The CPTC shall notify all applicants of its final recommendations within two (2) working days after submission to the Provost. Adherence to this deadline is essential. If a CPTC does not meet the deadline, it may forego the opportunity to influence the decision.
- *COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, and in the event that either the PRC or the Dean (or both) recommend against reappointment of a pre-tenure faculty member or librarian who began at TCNJ between 2016-2021, the CPTC will evaluate these applicants in terms of the Bases and Standards for Evaluation and the relevant Disciplinary Standards and recommend reappointment only for those candidates who clearly warrant the same.*

3.4.1. Membership/Eligibility

No candidate for promotion can be a member of the College Promotions and Tenure Committee (CPTC).

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 60

Members must be tenured faculty and librarians who have reached the rank of Associate Professor, Professor, Librarians-II, ~~or I~~, or Assistant Professor in the Library, or Senior/Master Clinical or Lecturer Specialist. When possible, seven (7) of the members should have the rank of Professor.

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.

Membership by school/disciplinary category:

- When possible, the CPTC is composed of ~~twelve (12)~~ thirteen (13) 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
 - 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
 - One (1) NTTP (from any school and will only join in discussion for promotion of NTTP faculty)
- It may not always be possible to assemble a CPTC comprised of ~~thirteen (13)~~ 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, ~~thirteen (13)~~ 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) and One (1) NTTP (from any school)

Reappointment and Promotion Document
 Approved by ICNJ BOT on 10-01-2024 Page 61

No two members from schools with multiple representation can be from the same department.

No one may serve more often than four (4) years in a nine (9)-year period.

When others are willing to serve, no single department may represent its school for more than two (2) consecutive terms.

The Union appoints an observer.

The Provost for Academic Affairs serves as an ex officio participating member without vote.

3.4.2. Term of Service

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

3.4.3. Nomination and Elections Procedures

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.

Nominations

- The call for nominations (including self-nominations) to the College Promotions and Tenure Committee is to be made by the date specified in Timeline 6.4. All nominations should be submitted to the College Promotions and Tenure Committee Election Committee in care of the Office of Academic Affairs by the date specified in Timeline 6.4.
- In the event the call for nominations must be extended due to a lack of nominees or any other reason, all dates in Timeline 6.4 may be modified at the discretion of the CPTC Election Committee.

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 the date specified in Timeline 6.4.

Conduct of Elections

- Voting is to be completed by the date specified in Timeline 6.4.
- The results of the electronic balloting are reviewed and verified by the College Promotions and Tenure Committee Election Committee, and the

Reappointment and Promotion Document

Approved by TCNJ BO1 on 10-01-2024 Page 62

person receiving a majority vote in a school or disciplinary category is elected.

- 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 the date specified in Timeline 6.4., which must be submitted electronically by the date specified in Timeline 6.4. Individuals receiving a majority of votes within a category are elected.
- The College Promotions and Tenure Committee Election Committee announces election results by the date specified in Timeline 6.4.

3.4.4. Operating Procedures

CPTC membership begins on the date specified in Timeline 6.4 for each academic year.

The chairperson of the previous year (even if their term on the CPTC has expired), calls the first meeting of the CPTC by the date specified in Timeline 6.4 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.

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.

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.

All CPTC members read this promotion document before beginning application review.

3.4.5. Voting Procedures

All candidates for one rank are discussed and voted upon before discussion and voting for another rank takes place.

Candidates within each rank are discussed in alphabetical order. Discussion may be terminated by a majority vote of the CPTC.

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.

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 63

Candidates receiving eight (8) out of twelve (12) votes are recommended for promotion.

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.

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.

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

3.5. The Provost

The Provost is responsible for reviewing the complete application packet 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.

- 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 packet 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.

Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 64

- 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.
 - *COVID-19: In the event either the PRC or the Dean (or both) recommend against a pre-tenure candidate (who began employment at TCNJ between 2016-2021) for reappointment, 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 by the CPTC.*
- The Provost 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 Evaluation.

- The Provost transmits their 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.
- The Provost forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation.

3.6. The President

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

- 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.
- Should the President make a recommendation inconsistent with that of the CPTC and/or Provost, the President will provide the CPTC and/or Provost and the candidate with the reasons for that action.
 - 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

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 65

than the date specified in the timelines below, unless changed by local agreement between the College and the Union.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 66 **4. Reappointment (~~Pre-Tenure~~)**¹⁶

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, while the PRC and Dean are expected to support and evaluate these accomplishments.

4.1. For Tenure Track Faculty and Librarians, Year 1

Formative 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

4.2. For Tenure Track Faculty and Librarians, Year 2

Summative 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 recommendations, at each level: 1) yes to 4th year; or 2) no to 4th year, that is, Year 3 will be the final year.

4.3. For Tenure Track Faculty and Librarians, 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 recommendations (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.

4.4. For Tenure Track Faculty and Librarians, Year 4

Only one of following two processes applies, depending on the situation of the candidate:

Formative review by the Department PRC and the Dean for those candidates who got decision a) in Year 3

¹⁶ Including reappointment with tenure or reappointment with tenure and promotion, as applicable.
Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 67

- Constructive feedback about strengths and weaknesses of the candidate by the department and the dean only

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

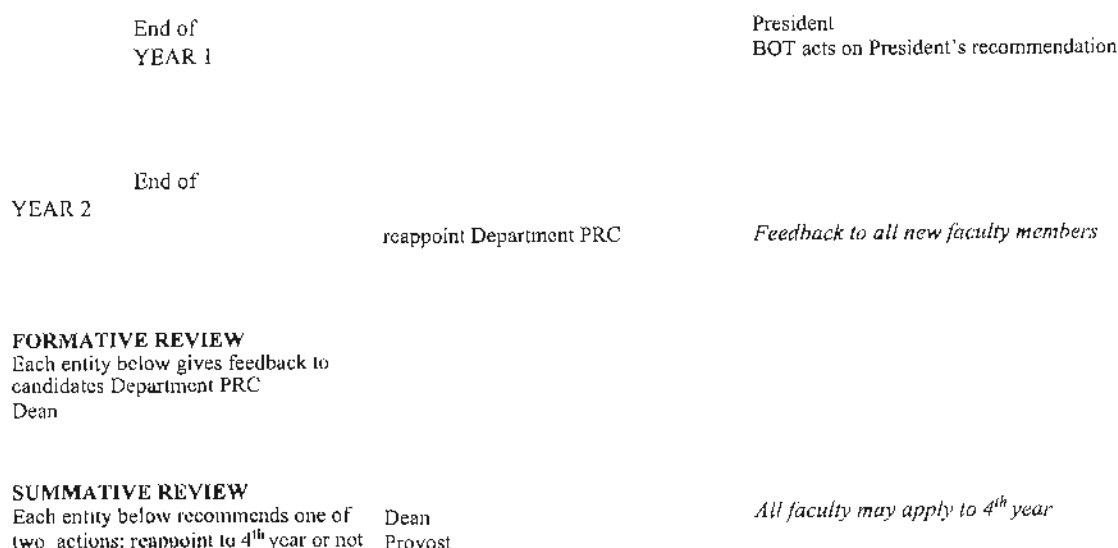
- Possible recommendations (at each level): i) yes to 6th year; or ii) no to 6th year, that is, Year 5 will be the final year.

4.5. For Tenure Track Faculty and Librarians, Year 5

Summative review and recommendation by Department PRC, Dean, CPTC if 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.

4.5.1. Figure 1 – Reappointment Process



End of YEAR 3

End of YEAR 4

End of YEAR 5
Exit after year 3

Exit after year 4

Recommended to 4th year

Recommended to
5th and 6th years

**FORMATIVE
REVIEW**
Each entity below
gives feedback to
candidates
Department PRC

Dean

**SUMMATIVE
REVIEW**
Each entity below
recommends one of
two actions:
reappoint to 7th year
or not reappoint
Department PRC

SUMMATIVE REVIEW
Each entity below recommends
one of three actions: reappoint
to 5th and 6th years, reappoint
to 5th year, or not reappoint

Department PRC
Dean

Provost
President
BOT acts on President's
recommendation

Each entity below
recommends one of two
actions: reappoint to 6th year
or not reappoint Department
PRC

Dean
Provost
President
BOT acts on President's
recommendation

Exit after
year 5

Recommended
to 6th year

Recommended to
5th year and
application
to 6th Year
in Year 4

SUMMATIVE REVIEW

Dean
**CPTC, if "No" by Dept.
and/or Dean**
Provost
President
BOT acts on President's

*Tenure decision for all
recommended to 6th year*

recommendation
Reappointment to 7th year (Tenure)

Exit

after year 6
If candidate is Assistant Professor/Librarian III,
promotion to
Associate
Professor/

Librarian II is granted with tenure. Promotion to Librarian I may be granted with tenure
if candidate at rank of Librarian II chooses to apply.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 69 [1]

4.6 For Non-Tenure Track Teaching Positions (NTTP)

Clinical Specialists and Lecturers who seek only reappointment are not required to meet faculty service expectations. Likewise, those whose initial appointment was as a Senior Clinical Specialist/Senior Lecturer, and who seek only reappointment, are not required to meet faculty service expectations.

4.6.1 For Non-Tenure Track Teaching Positions, Year 1-3

4.6. Reappointment Process

All pre-tenure candidates undergo annual reviews that are formative or summative as outlined above. The process for these annual reviews is outlined here:

4.6.1. Step 1 – Candidate prepares packet

For Formative Review: The candidate submits to the Department Promotion and Reappointment Committee (PRC) the Standardized Curriculum Vita, Student Evaluations, and Peer Reviews of Teaching (see Section 7). 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.

For Summative Review: The candidate may apply for reappointment by submitting an application packet consisting of all items in the Standard Application for Reappointment and/or Promotion and all supporting materials (see Section 7). The candidate takes extra care to ensure that the major components of the Standard Application for Reappointment and/or Promotion are included in the application packet, consulting this policy as well as their PRC chair for confirmation. 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.

4.6.2. Step 2 – PRC Review

For Formative Review

- 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 their professional development, to offer

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 71

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. (Any PRC member who refuses to sign the PRC's report/recommendation must send a written explanation for their refusal to sign to the appropriate Dean.)

For Summative Review

- The documents submitted serve as the basis for a renewed conversation between the candidate and the PRC regarding progress toward reappointment and tenure. This conversation should be both serious and constructive.
- This conversation results in an evaluation report to the Dean from the PRC that summarizes the candidate's progress toward reappointment and tenure 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.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 72

- The PRC then gives the recommendation to the candidate for their 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 should confirm that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's application packet and add the PRC evaluation report and candidate's response (if applicable) to the materials. The PRC forwards these materials to the Dean.

4.6.3. Step 3 – Candidate may respond to PRC evaluation

For Formative Review: 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 forwards to the Dean a copy of all correspondence, the Standardized Curriculum Vita, Student Teaching Evaluations, and Peer Reviews of Teaching.

For Summative Review: 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 packet.

4.6.4. Step 4 – Dean Review

For Formative Review

- 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.
- This is the final step in a formative review.

For Summative Review

- The Dean reviews the complete application packet 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 should confirm that all major parts of the Standard Application for Reappointment and/or Promotion are present in the candidate's packet and add their evaluation report and candidate's response (if applicable) to the materials. The Dean forwards these materials to the Provost.

4.6.5. Step 5 – Candidate may respond to the Dean's evaluation

The candidate has the right to respond formally to the Dean's evaluation report. The Dean will send this response to the Provost with the candidate's application packet.

4.6.6. Step 6 – CPTC Review (if applicable)

Year 5 candidates who are not recommended for reappointment with tenure and promotion by their PRC and/or dean, will have their application packets reviewed by the CPTC

The CPTC reviews the complete application packet, including the evaluation reports from the PRC and the Dean, and prepares a recommendation concerning reappointment to the Provost.

COVID-19: Due to temporary scholarly disruptions from the COVID-19 pandemic, those pre-tenure faculty and librarians who began at TCNJ between 2016-2021 who are not recommended for reappointment by either their PRC and/or the Dean, will have their review packet forwarded to the CPTC. The CPTC will review the full packet and make a recommendation concerning reappointment to the Provost.

4.6.7. Step 7 – CPTC Appeal Hearing (if applicable and requested)

The CPTC conducts appeal hearings for any Year 5 candidate who requests such a hearing, and forwards its recommendation to the Provost. (If candidates will be traveling during the appeal period, they must notify the CPTC chair and Academic Affairs in advance, should alternate arrangements be necessary due to limited communication access. Reasonable arrangements will be worked out between the candidate, CPTC chair, and Provost's Office.)

4.6.8. Step 8 – Provost Review

The Provost reviews the complete application packet, 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 their decision to either recommend or not recommend reappointment to the President. The Provost sends the applicant packet and recommendation to the President.

4.6.9. Step 9 – Candidate may respond to Provost evaluation

Reappointment and Promotion Document
Approved by TCNJ BOT on 10/01/2024 Page 74

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.

4.6.10. Step 10 – President Review

The President reviews the candidate's packet, including the evaluation reports

from the PRC and the Dean and the recommendation from the Provost, and notifies the candidate of their recommendation for reappointment or their decision not to recommend for reappointment.

4.6.11.→Step 11 – Board of Trustees Action

Action is taken by the Board of Trustees on the President's recommendation for reappointment. The President notifies the candidate of reappointment.

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 75 **5. Promotion¹⁷**

5.1. Distinction from Reappointment with Tenure and Promotion

For decades, TCNJ treated reappointment (including tenure) and promotion as separate processes, with the former occurring in the spring and the latter in the fall. In 2014, the State of New Jersey revised its tenure statute, requiring “6 consecutive academic years, together with employment at the beginning of the next academic year,” which in turn permitted TCNJ to align standards for *select* promotions with those for tenure.

Hence, pre-tenure candidates can now be awarded promotion to Associate Professor, to Librarian II, or if desired, to Librarian I, *concurrent* with their reappointment with tenure. The process for reappointment with tenure and promotion is described above, in Section 4.

The process for promotion only (separate from reappointment) is described in this section, and it applies to the following candidates:

- Tenured candidates, including those in Year 6 who are approved for tenure, seeking promotion to Associate Professor, Professor, Librarian I, or Assistant Director in the Library.
- Pre-tenure, Year 1-4 candidates (if eligible), seeking promotion to Associate Professor, Librarian II, or Librarian. (Pre-tenure, Year 5 candidates should *not* apply for fall promotion to Associate Professor, Librarian II/I, as their promotion decision will be made concurrent with their tenure decision during their Year 5 *spring* reappointment process.)

5.2. Promotion Process

5.2.1. Step 1 -- Notify PRC and Academic Affairs of Intent to Apply

By date specified in Timeline 6.2, candidate notifies the department/program and Academic Affairs of their plan to apply for promotion in the next semester (<http://academicaaffairs.pages.tcnj.edu/faculty/promotions-reappointment/>).

5.2.2. Step 2 – Interdisciplinary Candidates Notify PRC and Dean of Intention to Use Multiple Disciplinary Standards

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 by the date specified in Timeline 6.2. 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 8.1), declaring their intention and identifying the disciplines that are relevant to the evaluation of their work. The form is signed by the

¹⁷ That is, for promotions pre-tenure (Years 1-4) or after approval for tenure (Years 6+), or for promotion of NTT, Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 76

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*, along with a descriptive cover letter written by the candidate in collaboration with the PRC and Dean, are submitted by the PRC by the date specified in Timeline 6.2.

5.2.3. Step 3 – Coordinate sufficient peer reviews of teaching with PRC

Arrange for peer review of teaching after consultation with the Department Promotion and Reappointment Committee (PRC), during the relevant semesters prior to the submission of the application packet as set forth in Timeline 6.2.

5.2.4. Step 4 – Coordinate external review with PRC (if applicable; see 3.2.4 and 5.3)

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see "candidate responsibilities" in Section 3.2.4.2.).

5.2.5. Step 5 – Candidate prepares packet

The candidate 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 Section 7). The candidate needs to establish the exemplary nature of their record of achievement, and to identify how their accomplishments meet specific expectations as described in the *Disciplinary Standards*. The candidate reviews this policy to ensure that the major components of the Standard Application for Reappointment and/or Promotion are included in the application packet. Applications that are missing any required section noted herein, 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

Reappointment and Promotion Document

Approved by TCNJ BOT on 10-01-2024 Page 77

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).

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 (e.g., peer teaching observations, blinded external reviews) are relayed to the candidate in a timely manner

5.2.6. Step 6 – PRC Review

The PRC 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. The PRC completes the Department/Program Recommendation for Promotion (see 8.2) indicating how the application materials demonstrate that the recommended candidates are eligible in terms of the Bases and Standards for Evaluation and how the candidate's scholarship/creative/professional activity meets specific expectations described in the Disciplinary Standards. The PRC recommends for promotion only those candidates who clearly warrant such promotion.

5.2.7. Step 7 – Candidate may respond to PRC evaluation

The candidate indicates by signature that they have read the entire PRC recommendation and have been afforded an opportunity for comment and response. If the candidate chooses to file a response, it is due to the PRC by the date specified in Timeline 6.2.

5.2.8. Step 8 – Dean Review

The Dean 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 their decision by explaining how the application materials demonstrate that the candidate meets or does not meet the Bases and Standards for Promotion and how the candidate's scholarship/creative/professional activity meets the expectations described in the Disciplinary Standards. Only packets containing all required parts of the Standard Application for Reappointment and/or Promotion may be forwarded to the CPTC.

5.2.9. Step 9 – Candidate may respond to Dean evaluation

The candidate may, within three (3) working days of receiving the recommendation, request a meeting with the Dean to discuss that
Reappointment and Promotion Document
Approved by ICNJ BOT on 10-01-2024 Page 78

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 packet that is forwarded to the CPTC.

5.2.10. Step 10 – CPTC Review

The CPTC evaluates each applicant in terms of the Bases and Standards for Evaluation (see Section 2) and the relevant *Disciplinary Standards* and recommends promotion only for those candidates who clearly warrant such promotion. The CPTC notifies in writing recommended and non recommended candidates on the date specified in Timeline 6.2.

The CPTC's feedback letter to non-recommended candidates must indicate that, as set out in the Bases and Standards for Evaluation, 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.

5.2.11. Step 11 – Candidate may request CPTC Appeal Hearing

Candidates and/or their representatives have 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 date specified in Timeline 6.2.

5.2.12. Step 12 – Provost Review

The Provost 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 Evaluation.

The Provost transmits their report to the candidate, by the date specified in Timeline 6.2, for review and response.

The Provost forwards to the President the Provost's report and any response by the candidate to the Provost's final recommendation by the date specified in Timeline 6.2.

5.2.13. Step 13 – Candidate may respond to Provost evaluation

Should the Provost make a recommendation contrary to that made by the CPTC, the candidate may request a meeting with the Provost. The request
Reappointment and Promotion Document
Approved by TCNJ BOT on 10-01-2024 Page 79

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.

5.2.14. Step 14 – President Review

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 the next BOT meeting, President transmits recommendations for Promotion to the Board of Trustees

5.2.15. Step 15 – Board of Trustees Action

Within 30 days of the BOT meeting, recommendations of the President to the Board of Trustees and decisions of the Board are delivered in writing to all candidates.

5.3. External Review

External Review is required for candidates seeking promotion to the rank of Professor or Assistant Director in the Library.

In special circumstances, candidates may request to use external review for promotion to Associate Professor, Librarian II, or Librarian I (see “candidate responsibilities” in Section 3.2.4.2.).

Candidates have important responsibilities in the external review process (see Section 3.4 for complete information):

- Step 1 – Candidate creates list of potential external reviewers and shares it with PRC
- Step 2 – Candidate collaborates with PRC and Dean to produce final list of reviewers
- Step 3 – Candidate submits scholarly materials to PRC Chair for forwarding to reviewers
- Step 4 – Candidate receives redacted, anonymized external reviews, and may respond to external review in writing
- Step 5 – Candidate may decide to have the PRC chair reveal the identity of one or both reviewers to all evaluators

6. Timelines

IMPORTANT NOTE: If a 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:

- 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.
- 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.

**Resolution Approving Waivers
Of Advertising
For College Business Purposes**

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of \$110,900, 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
PRC Campus Town \$312,215	Fitness Center rent and Common Area Maintenance fee (5-year Agreement)	College Operating
Assessment Tech Institute \$264,825	Nursing Testing Package	College Operating
ExLibris \$178,200	Cloud subscription	College Operating
Verizon \$200,000	Telephone Services	College Operating
Wolfram \$138,790	Mathematic Unlimited License Program	College Operating
EBSCO \$605,000	Library Materials and Electronic Databases	College Operating
J.YRASIS \$205,000	Online Bibliographic Services and Electronic Databases	College Operating
ProQuest \$200,000	Online Bibliographic Services and Electronic Databases	College Operating

February 25, 2025

VALE \$290,000	Electronic Databases	College Operating
Yankee Book Peddler \$200,000	Books and Library Materials	College Operating
Culinary Ventures Vending	Beverage Vending Services	College Operating
Dimension Systems \$94,000	Oracle Support	College Operating
KSound \$200,000	Event Production	Student Activity Fee
Smart ERP, Ideametrics, DW Cloud \$114,000	Support Services	College Operating
Foundation for International Education (FIE) \$248,700	Study Abroad Programs	Student Program Fees
WorldStrides \$122,850	Study Abroad Programs	Student Program Fees

**Resolution Approving Waivers
Of Advertising
For Facilities and Construction**

Whereas: State College Contracts Law permits waivers of advertising for specified purchases in excess of \$35,500; 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
ARKF Engineering \$199,000	Professional Services for Watershed Improvement Plan	Asset Renewal
Ewing Township \$656,350	Sewage disposal	College Operating
PSE&G \$3,000,000	Purchase of regulated utility service – natural gas and electric	College Operating
Schneider \$182,811	Energy management system for Phelps, Hausdoerffer, and the Education Building (3-year agreement)	College Operating
Solar Turbines, Inc. \$538,905	Integrated combustion turbine generator system (5-year agreement)	College Operating

State of New Jersey, Department of Community Affairs \$179,853.81	Forcina Hall Renovation Permit Fees	CIF Grant
Trenton Water Works \$400,000	Water Services	College Operating
United States Postal Service \$110,000	Postage and Related Fees	College Operating
Veolia Water Technologies \$109,555	Water Treatment and Testing for Central Utilities Plant	College Operating

Resolution Approving Capital Project Budgets Over \$1 Million

Whereas: The College Administration recommends that the following capital and operating projects be undertaken which are consistent with the mission and strategic plan of the College; and

Whereas: The estimated project cost is greater than one million dollars or of special interest; and

Whereas: The individual projects and their respective budgets have been reviewed and are recommended by the Business and Infrastructure Committee, a subcommittee of The College of New Jersey Board of Trustees; and

Therefore, Be It Resolved That: The College of New Jersey Board of Trustees approves the following projects and associated budgets for purposes as designated herein.

PROJECT NAME	AMOUNT	ANTICIPATED COMPLETION DATE	FUNDING SOURCE
CAT' Housing Air Conditioning Project; Cromwell and Decker	\$2,000,000.00	August 2026	Capital Housing Reserves

**The College of New Jersey Board of Trustees
Resolution Approving Audited Fiscal Year 2024 Financial Statements**

- Whereas:** The Board of Trustees is authorized by statute (N.J.S.A. 18A:64-1 *et seq.*) and the By-laws (Section 2.r) to have prepared an annual independent financial audit of the College, and
- Whereas:** Pursuant to resolution of the Board of Trustees at its May 3, 2023 meeting, the College engaged the independent audit firm Grant Thornton LLP to perform an independent audit of the College's financial statements for fiscal years 2023, 2024 and 2025, and
- Whereas:** Grant Thornton LLP has completed its audit of the College's financial statements for fiscal year 2024; and
- Whereas:** Management and Grant Thornton LLP have presented the College's audited financial statements for fiscal year 2024 to the Audit, Risk Management and Compliance Committee at a meeting of that committee held on February 11, 2025, during which, following best practices, the Committee met privately with Grant Thornton LLP; and
- Whereas:** The Audit, Risk Management and Compliance Committee has reviewed and duly considered the College's audited financial statements for fiscal year 2024 and the Audit, Risk Management and Compliance Committee has recommended approval of those audited financial statements by the Board; and
- Whereas:** Copies of the College's audited financial statements for fiscal year 2024 that have been approved by the Board of Trustees are required to be submitted to the State Treasurer.
- Therefore,
Be It
Resolved:** That the Board of Trustees hereby approves the audited financial statements for fiscal year 2024, and authorizes the President and Interim Treasurer to certify those statements and submit them to the State Treasurer as required.

February 25, 2025

**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 \$110,900, 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
Office of the Attorney General \$160,000	Legal Services Provided by the New Jersey Office of the Attorney General for FY2026	College Operating